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ABSTRACT

Volume I of this annotated bibliography presents resumes of research, exemplary and innovative program projects, curriculum development projects, and bilingual vocational training programs that were administered by the Bureau of Occupational and Adult Education, U.S. Office of Education, during fiscal years 1970-1977. These projects were supported with funds made available under Parts C, D, and I of the Vocational Education Amendments of 1968 (Public Law 90-576) and Part J of the Education Amendments of 1974 (Public Law 93-380). Following the introduction, the resumes are grouped by fiscal year and arranged alphabetically by state within sections representing the parts of the legislation under which funding was obtained: Part C (research), Part D (exemplary), Part I (curriculum development), and Part J (bilingual vocational training). The information provided for each project includes the title, project director and organization, application number, contract or grant number, funding period, and an annotation focusing on project objectives. Included are summary data for each fiscal year, an index to projects supported within each state, and a list of references. A companion volume of state-administered research and exemplary projects for fiscal years 1970-1977 will be published in January 1980. (Author)

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ED170532

RESEARCH AND DEVELOPMENT PROJECTS IN VOCATIONAL EDUCATION, FY 1970-1977

An Annotated Bibliography
Volume I. Federally Administered Projects

Compiled by

Ruth Gordon

and

National Center Clearinghouse Staff

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

January 1979

CE 020 641

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

Volume I of this annotated bibliography presents resumes of research, exemplary and innovative program projects, curriculum development projects, and bilingual vocational training programs that were administered by the Bureau of Occupational and Adult Education, U.S. Office of Education, during fiscal years 1970-1977. These projects were supported with funds made available under Parts C, D, and I of the Vocational Education Amendments of 1968 (Public Law 90-576) and Part J of the Education Amendments of 1974 (Public Law 93-380). Following the introduction, the resumes are grouped by fiscal year and arranged alphabetically by state within each section that pertains to the part of the legislation under which funding was obtained: Part C (research), Part D (exemplary), Part I (curriculum development), and Part J (bilingual vocational training). The information provided for each project includes the title, project director and organization, application number, contract or grant number, funding period, and an annotation focusing on project objectives. Included are summary data for each fiscal year, an index to projects supported within each state, and a list of references. A companion volume of state-administered research and exemplary projects for fiscal years 1970-1977 will be published in January 1980.

Descriptors: abstracts, adult education, annotated bibliographies, bilingual education, *career education, contracts, *curriculum development, *demonstration projects, educational research, elementary secondary education, *federal aid, grants, postsecondary education, program descriptions, *research projects, *vocational education.

Identifier: Vocational Education Amendments 1968.

FOREWORD

The National Center Clearinghouse is responsible for providing information on research and development projects in vocational education. A major task is the compilation of an annotated bibliography of projects supported by vocational education legislation during fiscal years 1970-1977. When completed, the two volumes of the bibliography will furnish a comprehensive record of research and development activities administered at the federal and state levels since 1970. The retrospective bibliography will be updated through publication of annual reports of projects funded each succeeding fiscal year, beginning with fiscal year 1978.

We wish to thank the staff of the Division of Research and Demonstration, Bureau of Occupational and Adult Education, U.S. Office of Education, for providing resource materials. Alan Moorehead of the National Institute of Education supplied abstracts of 1971 Part C projects.

Recognition is given to Clearinghouse staff for their efforts in compiling this volume: Wesley E. Budke, Clearinghouse Director; Ruth Gordon, project management; Wayne Clapp, acquisitions; and Paula Kurth, editorial assistance. Annotations were written by Lois Ann Sellers and Diane Shook. Shirley Prickett prepared the bibliographic citations.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

CONTENTS

	Page
Abstract	v
Foreword	vii
Introduction	xiii
Purpose	xiii
Background	xiii
How to Use this Volume	xvi
Preparation of Project Resumes	xvii
Additional Information	xvii
Sample Resume	xviii
Annotations of Funded Projects	1
Fiscal Year 1970 Summary	3
Part D. Exemplary	5
Part I. Curriculum Development	10
Fiscal Year 1971 Summary	13
Part C. Research	15
Part D. Exemplary	20
Part I. Curriculum Development	30
Fiscal Year 1972 Summary	35
Part C. Research	37
Part D. Exemplary	47
Part I. Curriculum Development	59
Fiscal Year 1973 Summary	65
Part C. Research	67

Page

Part D. Exemplary 77

Part I. Curriculum Development 94

Fiscal Year 1974 Summary 99

Part C. Research 101

Curriculum Studies 101
Disadvantaged, Handicapped, and Minority 105
Alternative Work Experiences 106
Guidance, Counseling, Placement, and Followup 110
Manpower Information and Systems for Education 113

Part D. Exemplary 117

Part I. Curriculum Development 130

Fiscal Year 1975 Summary 135

Part C. Research 137

Administration of Vocational Education at the State Level 137
Administration of Vocational Education at the Local Level. 141
Comprehensive Systems of Guidance, Placement, and Follow-Through Services 144
Educational Personnel Serving the Educationally Disadvantaged, Handicapped, and Minorities 147
Curriculum, Demonstration, and Installation Studies 150
Special Projects of National Significance 152

Part D. Exemplary 154

Part I. Curriculum Development 167

Part J. Bilingual Vocational Training 170

Fiscal Year 1976 Summary 175

Part C. Research 177

Adult Vocational Education 177
Postsecondary Vocational Education 180
Individualization and Modularization of Instructional Materials 187
Special Needs Populations 190
Special Projects of National Significance 195

Page

Part D. Exemplary 200

Part I. Curriculum Development 211

Part J. Bilingual Vocational Training 214

Fiscal Year 1977 Summary 219

Part C. Research 221

Equal Access and Opportunities 221
Sex-Role Stereotyping and Sex Bias 223
Education and Work Program 225
Adult and Postsecondary Vocational Education 227
Curriculum Management and Instructional Materials 230
Personnel Development for Vocational Education 233
Comprehensive Systems of Guidance, Counseling, Placement, and Follow-Through 234
Administration of Vocational Education at the State and Local Level 237
Special Projects of National Significance 238

Part D. Exemplary 240

Part I. Curriculum Development 252

Part J. Bilingual Vocational Training 254

References 259

State Index 261

INTRODUCTION

PURPOSE

The purpose of this annotated bibliography is to provide a resource for identifying the research, exemplary, and curriculum development projects, and bilingual training programs supported by vocational education legislation in fiscal years 1970-1977.

The bibliography will be published in two volumes. Volume I contains resumes of projects administered by the Bureau of Occupational and Adult Education, U.S. Office of Education. Volume II, containing resumes of state-administered research and exemplary projects, is scheduled for publication in January 1980. When Volume II is completed, the bibliography will include approximately 8,000 resumes and will furnish a comprehensive record of vocational education projects for the eight-year period.

Funds to support these projects were authorized by the Vocational Education Amendments of 1968 (Public Law 90-576), Parts C, D, and I as follows: research projects, Section 131(a) of Part C; exemplary projects, Section 142(a) of Part D; and curriculum development projects, Section 191(a) of Part I. Volume I of this bibliography also includes bilingual vocational training programs authorized by Section 194(a) of Part J of the Vocational Education Act of 1963 (Public Law 88-210) as added by Section 841(a) of the Education Amendments of 1974 (Public Law 93-380).

BACKGROUND

This section is intended as a brief summary of Parts C, D, I, and J as the funding authorities for the research, exemplary, curriculum development, and bilingual vocational training projects cited in this retrospective bibliography. It is also an historical review, as funding under Parts C, D, I, and J ended with passage of the Education Amendments of 1976. Beginning with fiscal year 1978, vocational education research and development projects will reflect the changes instituted by the new legislation.

Part C. Research

Under Part C, contracts and grants may be awarded to support research, applied and developmental studies, curriculum development, demonstrations, evaluations, and dissemination. Training with regard to research results or the results of exemplary demonstrations and successful practices may also be supported. Half of the annual appropriation for Part C was allocated by law to the states and territories on a formula basis for their discretionary use; the other half was administered at the federal level. The exception was fiscal year 1970, when the $1.1 million appropriation was given to the states, with no research projects administered at the federal level. Information on

federally administered research projects in fiscal year 1971 is incomplete and priority areas are not listed. In fiscal years 1972 and 1973, the entire Part C appropriation administered at the federal level supported career education programs. The designated priority areas for subsequent years were:

Fiscal Year 1974 – Curriculum Studies
Disadvantaged, Handicapped, and Minority
Alternative Work Experience
Guidance, Counseling, Placement, and Followup
Manpower Information and Systems for Education

Fiscal Year 1975 – Administration of Vocational Education at the State Level
Administration of Vocational Education at the Local Level
Comprehensive Systems of Guidance, Placement, and Follow-Through Services
Educational Personnel Serving the Educationally Disadvantaged, Handicapped, and Minorities
Curriculum, Demonstration, and Installation Studies
Special Projects of National Significance

Fiscal Year 1976 – Adult Vocational Education
Postsecondary Vocational Education
Individualization and Modularization of Instructional Materials
Special Needs Populations
Special Projects of National Significance

Fiscal Year 1977 – Equal Access and Opportunities
Sex-Role Stereotyping and Sex Bias
Education and Work Program
Adult and Postsecondary Vocational Education
Curriculum Management and Instructional Materials
Personnel Development for Vocational Education
Comprehensive Systems of Guidance, Counseling, Placement, and Follow-Through
Administration of Vocational Education at the State and Local Level
Special Projects of National Significance

Part D. Exemplary

Part D funds were used to support exemplary, pilot, and demonstration projects primarily at the elementary and secondary school levels and were divided equally between the state-administered and federally administered shares. At the federal level, Part D funds have supported three rounds of projects funded for three-year periods: the first round began in 1970, the second in 1973, and the third in 1976. The priority areas addressed were career education, experience-based career education, in-school clusters, and work experience and cooperative vocational education.

Part I. Curriculum Development

All Part I funds were administered at the federal level and were used chiefly for curriculum development and dissemination. Part I also provides for developing standards for curriculum

development, coordinating state efforts in curriculum development and management, reviewing and evaluating curriculum materials, and training personnel in curriculum development. A national network of six regional curriculum coordination centers was established to facilitate state curriculum development efforts and services. Simpson (1975) presents a detailed description of the Part I program.

Part J. Bilingual Vocational Training

Funds allocated under Part J were administered at the federal level and were designated to support projects which (1) serve persons who are unable to secure suitable employment because of their limited English-speaking ability; (2) serve persons who have left or completed elementary or secondary school; or (3) provide training which will increase trainees' opportunities for acquiring skilled employment.

Table 1 below shows the number of federally administered projects supported by funds appropriated under Parts C, D, I, and J in each fiscal year. Table 2 on the following page presents the total amount of funds appropriated each year under Parts C, D, I, and J.

Table 1

NUMBER OF PROJECTS FUNDED IN EACH FISCAL YEAR

Fiscal Year	Funding Source				TOTAL
	Part C	Part D	Part I	Part J	
1970	None	25	18	None	43
1971	34	54 (29 new 25 continuing)	18	None	106
1972	56	65 (14 new 51 continuing)	32	None	153
1973	56	91 (52 new 39 continuing)	27	None	174
1974	93	69 (6 new 63 continuing)	28	None	190
1975	94	66 (11 new 55 continuing)	20	21	201
1976	124	60 (45 new 15 continuing)	15	22	221
1977	97	66 (10 new 56 continuing)	12	22	197
TOTAL	**554**	**496**	**170**	**65**	**1285**

Table 2

FUNDS APPROPRIATED DURING EACH FISCAL YEAR

Fiscal Year	Funding Source				TOTAL
	Part C	Part D	Part I	Part J	
1970	–	$ 6,500,000	$ 880,000	–	$ 7,380,000
1971	$17,500,000	8,000,000	4,000,000	–	29,500,000
1972	9,000,000	8,000,000	4,000,000	–	21,000,000
1973	9,000,000	8,000,000	6,000,000	–	23,000,000
1974	9,000,000	8,000,000	4,000,000	–	21,000,000
1975	9,000,000	8,000,000	1,000,000	$2,800,000	20,800,000
1976	11,202,975*	8,000,000	1,000,000	2,800,000	23,002,975
1977	9,000,000	8,000,000	1,000,000	2,800,000	20,800,000
TOTAL	**$73,702,975**	**$62,500,000**	**$21,880,000**	**$8,400,000**	**$166,482,975**

*Includes a special appropriation for the transition quarter.

HOW TO USE THIS VOLUME

This publication contains eight annual compilations. Project resumes are grouped by fiscal year and arranged alphabetically by state within each of the sections that pertains to the part of the legislation under which funding was obtained (Part C, D, I, or J). Part C projects for fiscal years 1974-1977 are grouped by priority areas. A summary page preceding the resumes for each fiscal year presents the number of projects funded in that year, relevant background information, and the reference(s) used by the compilers of this bibliography. A state index and list of references complete the volume.

Please note that the 1285 projects listed do not represent 1285 distinct programs. A project is defined as a contract or grant award for a specific period of time. *Therefore, a program receiving funding for more than one year will be listed for each year that new funding was obtained and may have more than one assigned contract or grant number.* Some projects were initiated under Part C funding and funded in subsequent years under Part I. Therefore, to trace the history of a Part C, I, or J program of interest, the reader must refer to other fiscal years. Exemplary projects (Part D) were awarded in three three-year rounds. These exemplary projects are the only ones that are highlighted as continuing projects.

PREPARATION OF PROJECT RESUMES

Each resume includes the title, project director and organization, application number, contract or grant number, funding period, and an annotation focusing on project objectives. (See sample resume on page xviii.) Information needed for preparing the project resumes was acquired from a variety of sources: published compilations of project abstracts, master lists of project titles, Division of Research and Demonstration project files, and contact with project directors.

ADDITIONAL INFORMATION

In a compilation of this scope, the annotations are necessarily brief. The references cited on the summary pages for each fiscal year contain detailed project abstracts and an introductory narrative; several documents included in the list of references offer in-depth information on projects in specific priority areas. Project directors may also be contacted. The final reports and products resulting from most of these projects are available in the ERIC or AIM/ARM systems. Jezierski (1978) provides information on the availability of reports and products resulting from the career education projects supported by Part C in fiscal years 1972 and 1973, and Part D in the first two rounds of three-year funded projects. For assistance in locating the reports or products resulting from a particular project contact:

Program Information Office
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210 (614) 486-3655
Toll free (800) 848-4815 within Continental
United States (except Ohio)

For information on vocational education projects funded in fiscal year 1978, consult the National Center Clearinghouse publications listed on the inside back cover of this volume.

SAMPLE RESUME

Title	Project Open Door.
Author	Verheyden-Hilliard, Mary Ellen
Organization	District of Columbia Government, Washington, D.C. Commission on the Status of Women
Application Number	498AH70278
Contract or Grant Number	OEG-00-77-02135
Funding Period	September 1, 1977—August 31, 1978
Annotation	The purpose of the project is to design, develop, and test a portable vocational exploration module, free from sex-role stereotyping, for use with junior high school students to help girls expand their range of career choices. Based on visits to vocational schools, advisory committee input, training and discussion sessions, and a review of current statistical information on life patterns of American women, the project director will write and produce a slide/tape show for junior high school students and a user's manual to serve as a teacher's guide for the module.

ANNOTATIONS
OF FUNDED PROJECTS

FISCAL YEAR 1970

SUMMARY

Part D. Exemplary

Funding for exemplary projects under Section 142(c) of Part D of the Vocational Education Amendments of 1968 first became available in FY 1970. Twenty-five projects were funded. The appropriation was $6,500,000.

Part I. Curriculum Development

Eighteen projects were funded with an appropriation of $880,000.

SOURCE DOCUMENT

U.S. Department of Health, Education, and Welfare, Office of Education. *Abstracts of Exemplary Projects in Vocational Education Supported Under Section 142(c) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576).* ED 099 518. Washington, D.C.: Center for Adult, Vocational, Technical, and Manpower Education, June 1973.

PART D. EXEMPLARY

Comprehensive Occupational Education Program for the Elementary and Secondary School.
Garmon, Ben
Huntsville School System, Ala.
0-361-0150
OEG-0-70-5185
July 1, 1970—June 30, 1973

The purpose of the project is to implement an integrated program of occupational information, guidance, and training extending from elementary to postsecondary school. The project will involve four elementary schools, two junior high schools, one senior high school, the Huntsville Area Vocational Technical Center, and coordination with the Huntsville Model Cities Agency. Program components are occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools, Grades 5 through 12.
Lyle, Buel R.
Arkansas State Dept. of Education, Little Rock.
0-361-0032
OEG-0-70-5189
June 30, 1970—June 30, 1973

The project will initiate a comprehensive occupational education program for grades 5-12 in eight schools, primarily in depressed areas. Elementary and middle schools will supplement present courses with occupational orientation materials and information. The senior high program includes an interdisciplinary general cooperative program, a plan for providing guidance and counseling for potential vocational students, intensive courses for seniors, and placement assistance.

Operation Bridge—Innovative, Comprehensive Vocational Education Program for Disadvantaged Youth.
DePetro, Henry M.
Aims Coll., Greeley, Colo.
0-361-0120
OEG-0-70-5182
July 1, 1970—September 30, 1972

A comprehensive program for disadvantaged youth, the project will employ new approaches to recruitment, guidance, and counseling. Procedures include new courses; a workshop series for elementary and secondary teachers and guidance counselors; and utilization of prominent minority group members for referring potential and actual dropouts to the college counseling staff. An area vocational school, Aims College provides and coordinates vocational education for high school students throughout the area.

Implementing a K-12 Career Development Program in the District of Columbia.
Cawein, Paul F.
District of Columbia Public Schools, Washington, D.C.
0-361-0137
OEG-0-70-4785
June 30, 1970—June 30, 1973

As part of a long-range effort to redirect the total District of Columbia school program to the career development concept, this project initiates a five-year plan to decentralize staff development and curriculum development personnel into Instructional Service Units. The program will eventually be phased in as an integral part of education for all students and will include establishment of career foundations at the elementary level; survey and exploration at the junior high level; and career exploration and preparation at the high school level. The cluster concept will be used.

An Exemplary Model for a Total Ecological Approach to Non-Graded Vocational Programs in Separate Educational Centers.
Eaddy, Kenneth M.
Florida State Dept. of Education, Tallahassee.
0-361-0094
OEG-0-70-5180
June 30, 1970—October 30, 1973

The program will establish separate educational centers in participating counties to provide an occupationally oriented curriculum, related academic skills, intensive vocational guidance and counseling, and social motivation for disadvantaged or handicapped youths from ages thirteen through eighteen. The program is coordinated with the Model Cities program. Intensive community involvement and individualized instruction are major emphases of the program.

A Developmental Program of Occupational Education.
Smith, Joel R.
Cobb County Board of Education, Marietta, Ga.
0-361-0063
OEG-0-70-4781
June 30, 1970—June 30, 1973

The project will implement a developmental program of occupational education which fuses the more promising programs and practices of vocational education with the broader K-12 school system. The project will place special emphasis on students who are culturally, economically, or otherwise disadvantaged or handicapped. Program components will be occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Occupational Information and Guidance Service Center.
Yoon, Kenneth
Hawaii State Dept. of Education, Honolulu.
0-361-0146
OEG-0-70-4787
June 30, 1970—June 29, 1973

The program will enable establishment of an Occupational Information and Guidance Service Center which will function on a state-wide basis. The program will be coordinated with a Model Cities program. Job and occupational training opportunities will be brought to the attention of school age youths. A resource manual on occupational information will be developed and distributed to school guidance counselors and agencies. Occupational guidance workshops and summer training programs will acquaint students with the range of occupations.

An Exemplary Program in Occupational Education in Typical Rural, Rural-Urban and Urban School Settings.
Rawson, Wilbur A.
Kansas State Dept. of Education, Topeka.
0-361-0089
OEG-0-70-5179
July 1, 1970—June 30, 1973

The program will produce model occupational education programs which can be used in rural, suburban, and urban school settings throughout the state. Kansas State University will perform certain specified functions such as in-service teacher training, teacher workshops, curriculum development, and evaluation services. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

A "Universe Model" of Occupational Education for Pikeville, Kentucky in Conjunction with the Pikeville Model Cities Program.
Jenkins, John
Eastern Kentucky Univ., Richmond.
0-361-0059
OEG-0-70-4754
June 30, 1970—June 30, 1973

The project is designed to provide occupational information, concepts of work, vocational preparation, and placement along a sequence of vocational life stages. Attitude development will be stressed in grades K-3; positive self concepts in grades 4-6; exploration of specific occupational areas in grades 7-8; and inschool preparation for clusters of related occupations combined with cooperative vocational education, and intensive training in job entry skills in grades 9-12.

An Exemplary Program for Occupational Preparation.
Young, William G.
New Orleans Public School, La.
0-361-0125
OEG-0-70-4783
June 30, 1970—June 30, 1973

The project will direct vocational preparation toward economically disadvantaged children. World of work materials will be used in the elementary curriculum. The middle school program will deal with occupational information and guidance. Older students and potential dropouts at this level will develop capabilities in three semi-skilled vocational training fields through courses which integrate academics with skill training. Senior highs will offer cooperative education and clerical or health occupations instruction. Evening courses, occupational guidance, and a job placement service will be available for out-of-school youth.

Maryland Career Development Project (K-Adult).
Carey, E. Niel
Maryland State Dept. of Education, Baltimore.
0-361-0021
OEG-0-70-0041
July 1, 1970—July 1, 1973

The career development program will operate on three main levels. Elementary activities will include work using work task simulation, gaming brochures, parents as adult role models, and field visits. A team approach will be utilized in the junior high, and industrial arts and home economics laboratories will be used. Senior high activities will include training and placement. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

A Community Development Approach to Vocational and Leadership Training Using a Career Development Center.
King, Melvin H.
New Urban League of Greater Boston, Inc., Roxbury, Mass.
0-361-0068
OEG-0-70-5178
July 1, 1970—June 30, 1973

This career development program is concerned with guiding inner city youth toward vocational maturity. Elementary and secondary age students (both in and out of school) will be served in the areas of occupational information, vocational counseling, skill training, and placement across a wide range of occupations. Unique features of the program are vocational guidance and training delivered by a community agency using black role models from the community, coordination with a Model Cities project, and advocate counseling.

Vocational Career Development Program.
Rochow, Robert
Northeast Oakland Vocational Center, Pontiac, Mich.
0-361-0122
OEG-0-70-5183
June 30, 1970—June 30, 1973

The program combines resources of elementary school counselors, the world of work in elementary social studies programs, coordination of existing resources in the world of work, and extensive efforts to develop positive self-concepts in students into a sequential career development program from grades K-6. Students taking part in the program will attend a Human Resources Center, scheduled for completion in 1971. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Career Centered Curriculum for Vocational Complexes in Mississippi.
McMinn, J. H.
Mississippi State Dept. of Education, Jackson. Div. of Vocational-Technical Education.
0-361-0067
OEG-0-70-5177
July 1, 1970—June 30, 1973

The program will provide a continuum of services and instruction beginning with students learning about the world of work and ending with their satisfactory employment or postsecondary education. About seventy-five percent of the junior and senior high school enrollment of the district will be served. Project staff will provide services to elementary students and teachers via workshops, seminars, field trips, and individual counseling with teachers, students, and parents. Components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Washoe County School District Sequential Approach to Vocational Education—An Exemplary Program.
Trout, Len Lawrence, Jr.
Nevada Univ., Reno. Coll. of Education.
0-361-0121
OEG-0-70-4782
June 30, 1970—June 30, 1973

The program seeks to provide a continuum of occupational orientation and instruction from elementary through postsecondary school. The health occupations area will be used to develop a coordinated model program using a cluster approach. The elementary program will consist of a course in the world of work in grades 5-6. Junior high will have a career exploration program and senior high will have intensive vocational counseling. The postsecondary school will have health occupations programs, increased counseling, placement services, and financial assistance programs.

World of Work (WOW).
Mandell, John
Contoocook Valley Regional School District
Peterborough, N.H.
0-361-0052
OEG-0-70-5191
July 1, 1970—June 30, 1973

The program will provide world of work opportunities for pre-high school students; provide occupational interest exploration opportunities for students in early high school years; develop job skills, knowledge, and attitudes; and place students in jobs throughout the high school years. Cooperation will be maintained with the Crotched Mountain Rehabilitation Center for identifying and aiding the disadvantaged and handicapped. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Career Development—A Pre-School to Adult Model Program for the Hackensack, New Jersey School District.
Briant, Robert A.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
0-361-0022
OEG-0-70-5188
June 30, 1970—June 30, 1973

The program will provide, from preschool to adult levels, a series of career development activities and educational experiences aimed at expanding the involvement of the student, the school, the home, and the employing community. The program will also aid students in identifying interests and developing their occupational potentials. The Career Resource Center will be used in developing career information activities, school and community relations, audiovisual productions, school and industry relations, and a career library.

The Implementation of a Comprehensive Occupational Education Program in a Rural School System.
Carroll, Riley O.
Wake County Schools, Raleigh, N.C.
0-361-0133
OEG-0-70-4786
June 30, 1970—June 30, 1973

Three schools in a rural educational system (an elementary, middle, and high school) will participate in the project to demonstrate an articulated, continuous instructional program in vocational guidance, orientation, and instruction. An Occupational Resources Center will be established for the middle grades. Intensive training will be initiated through a vestibule program in junior and senior high schools. Inservice training will be continued throughout the program.

A Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work.
Selland, Larry G.
North Dakota State Board for Vocational Education, Bismarck.
0-361-0047
OEG-0-70-4752
June 30, 1970—June 30, 1973

The program will be initiated in a single operational setting to be used as a demonstration for ultimate state-wide implementation. Workshops will develop occupational orientation guidelines for elementary and secondary school activities which will be disseminated by area consultants. Inservice training and exploratory work experiences will be part of the program. Training programs will be limited to the larger towns where adequate facilities and cooperative training stations exist.

Project VIGOR.
McCaleb, Omer K.
David Douglas School District 40, Portland, Oreg.
0-361-0055
OEG-0-70-5187
July 1, 1970—June 30, 1973

The project is aimed at area-wide implementation of vocational orientation, guidance, work experiences, and placement from grades 1-14. Inservice training will be provided for teachers; and business, industry, civic, education, and government representatives will be involved. Components include vocational orientation, vocational exploration, vocational guidance, vocational relevance of general curriculum, clusters of job families for vocational curriculum, work experience, program articulation, and program evaluation and followup.

Selected Functional Components of a Vocational Education Counseling System for Urban Youth.
Lamping, Robert G.
Pittsburgh Public Schools, Pa. Occupational, Vocational, and Technical Div.
0-361-0149
OEG-0-70-5184
July 1, 1970—January 31, 1972

The program will extend the counseling system presently operating in the Pittsburgh area to elementary, junior high, and secondary schools in the Model Cities areas. The purpose is to provide occupational information, guidance, and counseling at three specific levels: career orientation in elementary school; cooperative work experience programs for high school students enrolled in skill-centered courses; and placement for high school graduates. Counseling services will also be provided for students not enrolled in vocational courses.

Exemplary Project in Career Education in South Carolina Region V.
Brown, Stuart R.
Educational Services Center Region 5 Lancaster, S.C.
0-361-0006
OEG-0-70-5192
June 30, 1970—June 30, 1973

This career guidance program utilizes the model established at Wayne State University and the Detroit, Michigan City Schools. Some specific activities will be counseling; dissemination of information through individual classes; use of field trips and speakers, meetings with parent groups, community agencies and neighborhood organizations; and provision of consultative services. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance. The project will operate in four districts.

Project SPAN—An Accelerated Project for a Systems Program Approaching Non-Unemployment of Vocational Students.
Hugueley, James E.
Northside High School, Memphis, Tenn.
0-361-0115
OEG-0-70-5181
June 30, 1970—June 30, 1973

This K-14 career awareness project will utilize educational television for delivery of vocational orientation programs; develop a computer system approach to job placement; redirect industrial arts and home economics to provide occupational orientation; and develop a "quick shot" occupational skills program leading to employment for potential dropouts. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Diversified-Satellite Occupations Program.
Call, John Reed
Granite School District, Salt Lake City, Utah.
0-361-0056
OEG-0-70-5176
July 1, 1970—June 30, 1973

The project involves several aspects and combinations of occupational guidance and work experiences with chief emphasis on individualized instruction. The project also emphasizes occupational guidance, work experience, and programs for bilingual, bicultural, and handicapped students. Initially, four schools will be used for classrooms and shops or labs during the day; and all high schools in the district will be used for extended school day classes. The Diversified-Satellite Occupations Program will maintain a program of activities.

Dilenowisco Four I's Project (Intervention Introduction Investigation Involvement).
Coxton, Benny
Dilenowisco Educational Cooperative, Wise, Va.
0-361-0050
OEG-0-70-4753
June 30, 1970—June 30, 1973

Objectives are designed to intervene in the lives of youngsters who are potential dropouts by introducing them to a broad range of occupational areas and by enabling them to become involved in actual work and learning experiences. Current information on some 200 occupations available in the area will be presented. Students will be transported to a county vocational school for prevocational skill training. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

PART I. CURRICULUM DEVELOPMENT

Social Services.
DeNure, Mary E.
California Community Colleges, Sacramento.
OEC-0-70-4556
August 1, 1970—September 1, 1971

This project's primary purpose is to produce a curriculum guide to implement an associate degree program to train individuals to be direct service workers in the social sciences. The project's secondary purpose is to help administrators faculty, professional workers, and employers understand the possible contributions of associate degree social service workers. The project objectives include identifying the commonalities in the social sciences and establishing the sequence of learning experiences.

Administration of Occupational Education.
Valentine, Ivan E.
Colorado State Univ., Ft. Collins.
OEC-0-70-4424
July 1, 1970—March 1, 1971

The purpose of this project is to develop an administrators' handbook to provide secondary and postsecondary vocational administrators with a systems approach to administration and to provide a data base which will help administrators improve occupational education. This proposed guide will help administrators more effectively administer federal and state monies and will focus on the processes of decision making and other administrative task areas such as public relations, curriculum and instruction, and business management. Consultants and local administrators will work with project staff on preparing and revising a draft of the guide to be sent to 100 chief administrators for final revision and evaluation.

Law Enforcement.
Stinchcomb, James D.
University Research Corp., Washington, D.C.
OEC-0-70-4505
June 15, 1970—June 14, 1971

This suggested two-year postsecondary curriculum will be prepared in order to assist in the development and initiation of law enforcement (police science) programs to educate new recruits entering the field and to upgrade service personnel currently employed. The curriculum will be directed toward building the competencies of enforcement personnel to help meet the demand for more professional enforcement services. The guide will include suggested course outlines, a list of the sequence of technical education, lists of laboratory equipment and costs, and texts and references. Procedures include submitting a preliminary outline to selected consultants for revision, and construction of a final draft.

Air Traffic Controller.
Rocklin, Arthur W.
Miami-Dade Junior Coll., Fla.
OEC-0-70-4557
June 30, 1970—September 30, 1971

The purpose of this project is to develop a two-year postsecondary curriculum for programs in air traffic control. The guide will be prepared to aid school administrators, supervisors, and teachers in planning and developing new programs or evaluating existing programs to meet the critical need for such specialists. The guide will provide a suggested curriculum plan, course outlines, sequence of technical education procedures, a list of equipment cost and layout, and a selected list of professional societies concerned with the field.

Air Pollution Technology.
Turner, John M.
Santa Fe Junior Coll., Gainesville, Fla.
OEC-0-70-4932
June 30, 1970—December 31, 1971

This project proposes to develop a curriculum guide for a two-year postsecondary program designed to train individuals to become air pollution technicians. The guide will help school administrators and instructors in planning and developing new programs or in evaluating existing ones. The guide will contain technical course outlines, plans for laboratory equipment and costs, and a list of scientific and technical societies. Procedures will include visits to selected programs and the use of air pollution consultants to review the first draft of the guide.

The National Guidance Handbook: A Guide to Vocational Education Programs.
Figel, William J.
Science Research Associates, Inc., Chicago, Ill.
OEC-0-70-4944
June 30, 1970—July 31, 1971

The purpose of this project is to develop a national guidance handbook on the outlook for careers available through vocational and technical education. The handbook will be designed to detail and stress the educational means of career planning, preparation, and implementation. The guidebook will contain only those programs partially or fully supported by Federal funding. An overview of the major trends in vocational and technical education, descriptions

of the program, eligibility requirements, and training outcomes will be included.

Our Working World.
Rehula, Robert J.
Science Research Associates, Inc., Chicago, Ill.
OEC-0-70-4784
July 1, 1970—March 31, 1972

This project is designed to add vocational education information and occupational orientation to a revised edition of the multidisciplinary curriculum of *Our Working World,* originally written by Professor Lawrence Senash for grades 1-3. The author and six consultants representing such areas as vocational and guidance psychology, career development, and elementary occupational orientation teaching will assist in revising the materials and preparing a teacher's resource guide, a problem book, and recorded lessons which will provide the audiovisual components for grades 1-2.

Pediatric Assistants.
Kerr, Elizabeth E.
Iowa Univ., Iowa City.
OEC-0-70-4481
August 17, 1970—August 15, 1971

The purpose of this guide is to assist in the development and implementation of pediatric assistant programs. The guide will describe the preparation and role of the pediatric assistant and will aid pediatricians and other related employers in appropriately using this worker. Procedures will include visits to several existing programs and the use of consultants to review drafts of the guide. A statement of philosophy, administrative and community considerations for program planning and development, and plans for clinical content and facilities will be included in the guide.

Medical Radiological Assistant.
Duggins, Oliver H.
Saint Louis Junior Coll. District, Clayton, Mo.
OEC-0-70-4478
July 1, 1970—October 1, 1971

A curriculum guide will be prepared to assist administrators and instructors in (1) planning and initiating two-year postsecondary programs to train radiologic technologists and (2) evaluating existing programs. The guide will include course outlines, examples of texts and references, a sequence of technical education, and laboratory plans including equipment and costs. Procedures will include defining job functions within the area of radiologic technology and other closely related fields such as radiation therapy and nuclear medicine; visiting the sites of existing programs; and using consultants to review drafts of the guide.

Cooperative Vocational Education in Small Schools.
Horner, James T.
Nebraska Univ., Lincoln. Board of Regents.
OEC-0-70-4425
June 29, 1970—June 28, 1971

This project proposes to develop a guide to provide local decision makers in small high schools with alternatives for planning and implementing secondary cooperative vocational education programs. Procedures for developing the guide will include identifying and documenting the characteristics and problems of small schools; visiting selected outstanding cooperative education programs; and using consultants to review and construct a revised draft of the guide.

Educational Media Technology.
Conde, David F.
Research Foundation of New York State Univ., Alfred.
OEC-0-70-4507
July 1, 1970—December 31, 1971

The goal of this project is to provide a two-year postsecondary curriculum plan for educating individuals to be media technicians. The guide will be used to help administrators who are considering establishing a program to train media technicians or are searching for a new technical curriculum to add to their school curriculum offerings. The guide will contain a suggested curriculum plan; course outlines of technical and general education including tests, references, and related media laboratory layouts and costs; and a selected list of professional and technical societies. Procedures include visits to selected programs and the use of consultants to review the first draft of the plan.

Veterinary Science Technology.
Collins, W. E.
Research Foundation of New York State Univ., Delhi.
OEC-0-70-4431
June 29, 1970—March 31, 1972

The purpose of this project is to produce a guide to aid states in planning and developing two-year postsecondary programs in veterinary science technology or in evaluating existing programs. The guide will suggest curriculum for a training program in veterinary science technology with an option in meat inspection and regulatory technology. The guide will also include suggested course outlines; examples of texts, references, and instructional media; a sequence of technical education procedures; laboratory layouts with equipment and costs; and a selected list of scientific trade and technical societies concerned with this area.

Teacher Aide.
Gartner, Alan
New York Univ., N.Y.
OEC-0-70-4479
August 1, 1970—July 31, 1971

The goal of this project is to develop a two-year postsecondary curriculum guide for teacher aides which will provide the paraprofessional with the knowledge, skills, and experience necessary to support teaching and provide activities involving children focused on the teaching and learning interaction. A model for the guide will combine theory and practice and can be used for both full-time and part-time students already employed as paraprofessionals. The curriculum, although primarily designed for the elementary level and addressed to workers employed in schools serving the handicapped, is also appropriate for persons employed in schools serving other populations.

Library Technical Assistant.
Ernst, Rhua Heckart
Toledo Univ., Ohio.
OEC-0-70-4955
July 1, 1970—September 30, 1971

The purpose of this project is to develop a curriculum guide for a two-year postsecondary program to educate people to become library technical assistants. The guide will provide a suggested curriculum plan defining the kinds of library, business, specialty, and humanity courses to be required; course outlines; recommended texts, references, laboratory layouts and costs; and a selected list of professional and technical societies. Procedures will include visits to existing outstanding programs; and reviews and a revision of the guide by special consultants including librarians, administrators, and faculty from community and technical colleges.

Career Development for Supportive Nursing Personnel.
Stevenson, William W.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
OEC-0-70-4477
June 15, 1970—February 15,1971

This project proposes to prepare a guide to assist interested institutions and organizations in developing programs to provide formal training in the area of supportive nursing personnel. The guide will deal specifically with the development of instructional programs for persons in lower-level health related occupations to achieve career development through upward mobility in a specific area of interest such as nurses' aide, medical assistant, nursing assistant, and practical nurse. The proposed guide will form the basis for revising and adjusting existing programs to allow credit for previous education or for skills learned through experience on the job.

Vocational Instructional Materials Available from Federal Agencies.
Towne, Douglas C.
Northwest Regional Education Lab., Portland, Oreg.
OEC-0-70-4480
June 30, 1970—June 30, 1971

The objectives of the project are to collect, evaluate, annotate, and list the printed curriculum instructional materials which are available from government agencies, are relevant to vocational education, and have been published since 1965. The materials listed will be directly applicable to vocational and technical education at all instructional levels and will include materials both readily available and those of limited availability.

Vocational Education State Instructional Materials (Seven Lists).
Guemple, John R.
Texas Education Agency, Austin.
OEC-0-70-4541
June 30, 1970—May 31, 1971

This project proposes to update the existing list of available curriculum instructional materials for the following areas: agriculture, distributive education, health, home economics, office occupations, technical education, and trade and industrial education. Intended for planners, administrators, vocational educators, and others involved in vocational education, the list will provide information on curriculum materials developed by the various states. Each annotation will contain the name of the state developing the materials, title and types of materials, method of publication, price, description of the material, and instructions for ordering the materials.

Organizing a Consumer and Homemaking Program.
Kennedy, Jerline
Dallas Independent School District, Tex.
OEC-0-70-4453
September 1, 1970—April 30, 1971

The goal of this project is to develop a guide to assist state and local groups in helping persons in different social and economic cultures discover and meet their needs. Procedures will include defining and documenting the need of out-of-school persons for consumer and homemaking continuing education while taking into consideration the present and future problems of these individuals; visiting selected existing programs; using consultants to review a tentative outline of the guide; and making final revisions from results of the visitations and consultations.

FISCAL YEAR 1971

SUMMARY

Part C. Research

This is the first year that projects funded under Part C were administered at the federal level. Complete information is not available for seven resumes of the thirty-four projects listed. The appropriation was $17,500,000.

Part D. Exemplary

Twenty-nine exemplary projects were initiated, increasing the total number of ongoing projects to fifty-four. The appropriation was $8,000,000.

Part I. Curriculum Development

Eighteen projects were funded with an appropriation of $4,000,000.

SOURCE DOCUMENTS

Current Projects Information. Washington, D.C.: National Center for Educational Research and Development.

U.S. Department of Health, Education, and Welfare, Office of Education. *Abstracts of Exemplary Projects in Vocational Education Supported Under Section 142(c) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576).* ED 099 518. Washington, D.C.: Center for Adult, Vocational, Technical, and Manpower Education, June 1973.

PART C. RESEARCH

Design for an Employer-Based Career Education Model.
Hemphill, John
Far West Lab. for Educational Research and Development, Berkeley, Calif.

The purpose of this project is to design an employer-based career education model which highlights (1) a comprehensive educational program, (2) the needs of youth aged thirteen to eighteen, (3) an educational system to be controlled by public and private employers, (4) the importance of career exploration, (5) an individualized program, (6) the need for performance-based learning objectives, and (7) an educational program that is economically feasible. Another significant aspect of the model is the integrated curriculum approach to meeting students' needs.

Development and Validation of Instructional Programs for the Allied Health Occupations.
Barlow, Melvin L.
California Univ., Los Angeles.
OEG-0-8-080627-4672
April 1, 1971—March 31, 1972

This is the third year of a five-year project designed to upgrade present workers in the health related occupations and to provide a tested curriculum for preservice instruction in junior colleges and other institutions. Objectives include identifying curriculums for such occupations; training teachers in use of new materials; and evaluating and improving programs through controlled classroom and laboratory experiments.

Development of Alternate Models for Financing Vocational Education.
Lindman, Erick L.
California Univ., Los Angeles.
OEG-0-9-140385-4699
June 15, 1971—June 14, 1972

The purpose of this four-year project is to develop alternate models of financing vocational education by conducting a three-part study. Part I will analyze program costs; Part II will analyze state plans for distributing Federal vocational education funds; and Part III will deal with apportionment of Federal vocational education funds among states. The project will seek to develop techniques which provide essential budgeting and planning information needed by local school systems, by state departments of education, and by the Federal government.

Project Talent Ten-Year Follow-Up Studies.
Flanagan, John C.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

A followup study will be conducted on 1,000 persons who were initially interviewed as secondary school students in 1960 in order to collect longitudinal data believed essential to the study of educational adequacy. Data from this followup study will serve as a partial basis for formulating more appropriate statements of educational goals and priorities in order to develop educational programs which are more effective in preparing individuals to achieve their life goals. Information gained in the followup study will be supplemented to include data from more current educational programs by giving tests and questionnaires to samples of 1,000 nine-, thirteen-, and seventeen-year-olds.

Describing Models for the Home-Based Career Education Model.
Raizen, Senta
Rand Corp., Santa Monica, Calif.
OEC-0-71-4640

The purpose of this project is to develop a policy analysis which develops a research and development plan for career education. The description of models and critical analysis will include school-based, employer-based, home-based (career information service for adults), and rural-residential models as well as project projections of other approaches to career education.

Design for Career Education Instructional System.
Broyles, Randall
Delaware State Board for Vocational Education, Milford.
OEG-0-71-0678

The goals of this program are to create a meaningful cooperative effort between the Kent County Vocational-Technical School District and the Milford School District, and to establish a system to serve as a state-wide model. The following documents will be developed and disseminated as a result of this project: a bibliography, learning units, program implementation, and data gathering instrumentation.

Curriculum Development Project in Vocational Education (Organizational Phase).
Hayman, John L.

Council of the Great City Schools, Washington, D.C.
OEG-0-71-0927

The purpose of this project is to develop a coordinated and systematized program of curricular design in order to solve the problems encountered with the current method of curriculum development (teachers writing for personal classroom use). A steering committee will meet with the vocational directors of several large cities, conduct extensive literature reviews, visit several institutions involved in research and teaching activities, and make contacts with personnel in various Federal agencies to determine the most effective approach to curriculum development.

A National Study of the Accreditation of Vocational and Technical Education.
Burkett, Lowell A.
American Vocational Association, Washington, D.C.
OEG-0-9-180489-4528
June 25, 1970–June 24, 1971

The purposes of this ongoing project are the development of basic criteria statements common to vocational and technical education programs at all levels, formulation of an accreditation model, development of a guide of principles and guidelines for self-evaluation and accreditation, field testing of the criteria and accreditation procedures, and establishment of communications and implementation within the accreditation community.

Social Service Aide Project for the Education and Training of Subprofessionals.
Reitzes, Dietrich
YMCA of Metropolitan Chicago, Ill.
OEG-0-8-070329-3694
October 1, 1970–September 30, 1971

This project will attempt to identify and examine realistic subprofessional roles in the field of social service and investigate the feasibility of providing specialized training for the subprofessional which would qualify the person for the semi-independent position of social service aide. Primary emphasis will be upon enlisting disadvantaged youth for subprofessional participation in health services, education, and employment guidance.

Development of Course Content and Teaching Guides for a Total Curriculum in Concrete Technology–Phase I.
Weichman, Howard C.
Portland Cement Association, Skokie, Ill.
OEG-0-8-080042-3667

A survey will be conducted to determine job descriptions and the need for trained technologists within the cement- and concrete-using industries. Curriculum materials will be created by project staff, reviewed by outside authorities, and formed into lesson plans by educational consultants. Pilot programs will be established in six junior colleges in the United States and Canada.

Careers and Curriculum.
Holland, John
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

This program, focused on such broad aspects of career development as choosing an occupation and managing a career, will produce a plan for administering vocational treatment to students. The program will use Holland's theory of careers to organize and explain vocational choices, occupational changes, and vocational achievement. The way in which different types of high school students interact with different kinds of simulated work environments and the way in which different types of college environments affect the vocational choices of different types of students will be analyzed. Basic data will be gathered on 6,000 high school and college students and adults and correlated with a series of diagnostic signs. A treatment will then be applied.

Social Accounts.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Complete information unavailable.

Design Studies on Home/Community Based Model for Career Education.
Smith, Kevin
Educational Development Center, Inc., Newton, Mass. Regional Educational Laboratory for New England.

Complete information unavailable.

Development and Evaluation of Educational Programs in Bio-Medical Equipment Technology.
Nelson, Arthur H.
Technical Education Research Center, Cambridge, Mass.

The purpose of the ongoing project is to help plan, evaluate, and implement technician education programs in bio-medical equipment technology (BMET) at the postsecondary level. Activities will include testing and publishing instructional materials and program planning materials needed by (1) the seventy schools operating and planning BMET programs

in cooperation with the BMET project, and (2) other schools which may be interested in establishing BMET programs. This research and curriculum development project will be implemented in close cooperation with approximately seventy community and junior colleges, technical institutes, and other educational institutions in twenty-eight states.

Development and Evaluation of Educational Programs in Electro-Mechanical Technology: Phase III.
Nelson, Arthur H.
Technical Education Research Center, Cambridge, Mass.
OEG-7-8-000219

The purpose of this ongoing project is to help plan and implement interdisciplinary technician education programs in electro-mechanical technology at the postsecondary level. Activities will include publishing instructional materials, completing an administrators' planning guide and a staff training guide, disseminating materials, and writing a final report. This research and curriculum development project will be implemented in close cooperation with twenty-one community and junior colleges, technical institutes, and other educational institutions in twelve states.

Development of Career Opportunities for Technicians in the Nuclear Medical Field.
Twyman, J. Paschal
Technical Education Research Center, Cambridge, Mass.
OEG-0-8-070313
August 1, 1970—July 31, 1971

The purpose of this ongoing project is to help plan, evaluate, and implement technician education programs in nuclear medicine technology (NMT) at the postsecondary level. The major effort will focus on transplanting NMT programs to additional schools, and will utilize feedback from schools and employers to facilitate the development of increasingly adaptable and relevant NMT programs in schools throughout the country. This research and development project will be implemented in close cooperation with thirty community and junior colleges, technical institutes, and other educational institutions in nineteen states.

Development of Generalizable Educational Programs in Laser and Electro-Optical Technology.
Dugger, Roy W.
Technical Education Research Center, Cambridge, Mass.
OEG-0-8-080491
August 1, 1970—July 31, 1971

This research and curriculum development project will be implemented to systematically provide the necessary program planning, instructional, and other materials and services to assist community and junior colleges, technical institutes, and other educational institutions throughout the country to plan and implement technician education programs in laser and electro-optical technology. Activities and products include the completion and publication of first- and second-year instructional materials and administrators' planning guides.

Study of Youth in High School, at Work, and Unemployed.
Kahn, Robert
Michigan Univ., Ann Arbor. Inst. for Social Research.
OEC-5-85-054

This project is part of a continued study of adolescent boys. The study will attempt to compare the effects of school, work, and unemployment as patterns of education and socialization; provide a set of data which will serve as a basis of comparison for educational innovations; and contribute to an environmental theory of human behavior and well-being by describing these patterns and their effects in terms of the same conceptual dimensions.

Characteristics of Full-Time Students in Post-Secondary Trade Courses.
Nelson, Howard F.
Minnesota Univ., Minneapolis. Center for Research in Human Learning.
OEG-0-9-685078-0770
July 1, 1970—December 31, 1971

This is the fourth year of a study to obtain data and then determine which and how much of each element is useful in the process of selecting and admitting applicants to the full-time, day trade course of vocational and technical schools. The population and sample will consist of all persons who have left the secondary school and who apply for admission to the trade classes. A large number of trainees will be concentrated in fifteen major curriculum areas.

Mountain-Plains Regional Education Center.
Mountain-Plains Education and Economic Program, Inc., Glasgow, Mont.

Complete information unavailable.

Planning Grant for Development of Glasgow Air Force Base as an Educational Community.
Richart, John H.

Western Montana Coll., Dillon.

Complete information unavailable.

Establishment of the Institute for Education and Technology.
EDUTEK, Inc., Lincoln, Nebr. Inst. for Education and Technology.
OEC-0-71-1253

The basic purpose of the Institute for Education and Technology (EDUTEK) is to expand the application of technology to education on a regional basis by organizing and coordinating the resources of educational and governmental agencies, business, and industry. Eight projects will be coordinated by EDUTEK, including (1) Demonstration School Project Development, (2) Vocational Materials Preparation, (3) Preparation of Curricular Materials for Training of Vocational-Technical Teachers, (4) Media Institute Materials Preparation, and (5) Self-Instructional Career Guidance System Model.

Development and Evaluation of an Integrated Career Development Curriculum.
Stutz, Rowan C.
Nevada Western States Small Schools Project, Carson City.
OEG-0-8-071323-4646

The project is designed to improve the career preparation activities for youth who attend small rural schools. This will be accomplished by developing a curriculum for grades 9-12 which will (1) provide students with concepts about the institutions and dynamics of our society, (2) prepare students in skills and knowledge found to be useful in a wide variety of occupations, and (3) enable students to acquire information about the world of work, occupations, and themselves. The curriculum will be individualized, student manageable, and relevant; and will provide for integration into existing programs and articulation with postsecondary school experiences.

A Consortium for Occupational Competency Testing of Trade and Industrial/Technical Teachers. (Phase I—Organizing/Planning/Pilot Testing).
Schaefer, Carl J.
Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
OEG-2-9-100474-1044

The ultimate goal of this project is to establish a permanent national occupational testing institute which will provide evaluative services essential to the selection of competent teachers, thus improving vocational and manpower training programs. This goal will be accomplished in three phases: Phase I will organize a consortium of states, prepare a handbook for developing occupational competency tests, and conduct pilot testing; Phase II will develop more tests, and set up scoring techniques and training programs; and Phase III will develop still more tests, expand the field testing, and establish the national occupational competency institute.

Pilot Test of an Employee-Based Career Education Model.
Columbia Univ., New York, N.Y.

Complete information unavailable.

A Research Program in Adult Age Differences in Performances and Learning Background for Adult Education and Vocational Retraining.
Monge, Rolf H.
Syracuse Univ., N.Y. Dept. of Psychology.
OEG-1-7-061963-0149

The purposes of this five-year research project in adult learning are to (1) determine age differences in cognitive abilities, survey the educational backgrounds and skills which older and younger adults bring to learning situations, and study age differences in personality characteristics which are likely to influence an individual's learning; and (2) investigate experimentally the interaction of the above mentioned variables with the age of the learner in determining learning and performance.

Center for Research, Development, and Training in Occupational Education.
Coster, John K.
North Carolina State Univ., Raleigh. Center for Occupational Education.

Complete information unavailable.

Design Studies on an Employer-Based Career Education Model.
Becker, James W.
Research for Better Schools, Inc., Philadelphia, Pa.

Complete information unavailable.

Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School.
Ullery, J. William
Quincy Public Schools, Mass.; American Institutes for Research, Pittsburgh, Pa.

5-0009
OEC-5-85-019

The main purpose of this project is to demonstrate that the effectiveness of instruction can be increased by basing course content on an analysis of the behavior desired of students after graduation. The project also wishes to apply newly developed educational technology to the design, conduct, and evaluation of vocational education by such methods as preparing students in the prerequisite knowledges and attitudes needed in vocational education, individualizing instruction, measuring student achievement, and establishing a system for evaluating the program results in terms of outcomes following graduation.

Design Studies for a School-Based Career Education Model.
Taylor, Robert E.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.

The purpose of this project is to develop, test, and install the school-based Comprehensive Career Education (CCE) Model in the following six local school districts: Mesa, Arizona; Los Angeles, California; Jefferson County, Colorado; Atlanta, Georgia; Pontiac, Michigan; and Hackensack, New Jersey. The current objective of the CCE Model is to develop and test a career education system for grades K-12 in these districts which will prepare individuals for all life roles, facilitating individual progress through career awareness, orientation, exploration, and preparation. The project will involve 3,600 teachers and administrators and 85,000 students located in 114 buildings.

Continuation of the Center for Research and Leadership Development in Vocational and Technical Education.
Taylor, Robert E.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
OEG-3-7-000153-2037
December 1, 1970—May 31, 1971

Funding for the project will enable Center continuation. Objectives include providing a continuing reappraisal of the role and function of vocational and technical education; stimulating and strengthening state, regional, and national programs of applied research and development; conducting research studies directed toward the development of new knowledge and new applications of existing knowledge; upgrading vocational education leadership; and providing a nationwide information storage, retrieval, and dissemination system linked with ERIC.

A Junior High School Industrial Technology Curriculum Project.
Towers, Edward R.
Ohio State Univ., Columbus. Research Foundation.
OEG-3-7-070003-1608

The three major objectives of this continued curriculum project are to develop an effective two-year articulated program of study for industrial arts in the junior high school; develop teaching materials which can be used successfully in existing schools with representative industrial arts teachers and pupils of all ability levels; and implement and evaluate the effectiveness of the program and materials in field centers and schools.

Career Training in Computer Occupations.
Richardson, Duane E.
Northwest Regional Educational Lab., Portland, Oreg.
OEG-0-71-4655
July 1, 1971—August 31, 1972

The purpose of Project REACT (Relevant Educational Applications of Computer Technology) is to write and developmentally test a course in computer careers for high school pupils. In addition to testing and revision cycles, the interim product will be field tested. A report will be prepared which will contain the background of the program, descriptions of products and the testing program, results, actions and recommendations, and a sample of the prototype manuals produced.

Vocational Guidance Program.
Childress, Robert
Appalachia Vocational Lab., Charleston, W. Va.

The objective of this vocational guidance program is to create and diffuse materials and procedures which will enable secondary school students in Appalachia to make occupational choices wisely. One project component involves producing the following vocational guidance materials: *Vocational Decision-Making Processes* and *Information System for Vocational Decision-Making;* the other involves specific activities designed to lead to the implementation of vocational guidance programs.

Comprehensive Occupational Education Program for the Elementary and Secondary School. (Continuing Project)
Garmon, Ben
Huntsville School System, Ala.
0-361-0150
OEG-0-70-5185
July 1, 1970—June 30, 1973

The purpose of the project is to implement an integrated program of occupational information, guidance, and training extending from elementary to postsecondary school. The project will involve four elementary schools, two junior high schools, one senior high school, the Huntsville Area Vocational Technical Center, and coordination with the Huntsville Model Cities Agency. Program components are occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Fairbanks North Star Borough School District Orientation-Work-Study-Placement Program.
Cleworth, Irene
Fairbanks North Star Borough School District, Alaska.
V-161-177
OEG-0-71-4776
June 30, 1971—June 30, 1974

The project will implement career awareness and orientation at elementary, junior high, and senior high school levels; promote and implement work experiences and cooperative education programs; provide specific entry-level skill training; and utilize intensive occupational guidance and counseling during the last years of high school.

Tucson Model Cities Exemplary Vocational Education Program.
Aguilar, Adalbert
Tucson Public Schools, Ariz.
0-361-0160
OEG-0-71-4168
June 30, 1971—June 29, 1974

Prime targets for the project are dropouts and potential dropouts. The project will utilize elements present in vocational education in the Tucson area, initiate new ones, and devise a sequence from these elements to serve students from elementary through secondary schooling. Local and state education and manpower agencies, as well as the private sector, will be involved. Emphasis will be on extensive counseling and guidance programs, hands-on experiences in vocational classes, and cooperative work experiences.

Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools, Grades 5 through 12. (Continuing Project)
Lyle, Buel R.
Arkansas State Dept. of Education, Little Rock.
0-361-0032
OEG-0-70-5189
June 30, 1970—June 30, 1973

The project will initiate a comprehensive occupational education program for grades 5-12 in eight schools, primarily in depressed areas. Elementary and middle schools will supplement present courses with occupational orientation materials and information. The senior high program includes an interdisciplinary general cooperative program, a plan for providing guidance and counseling for potential vocational students, intensive courses for seniors, and placement assistance.

Community College Vocational Cooperative Education.
Bennett, Robert L.
San Mateo Junior Coll. District, Calif.
0-361-0069
OEG-0-71-0527
September 14, 1970—September 13, 1973

This cooperative program, coordinated by San Mateo College District and conducted in five California community colleges, will enroll approximately 1,000 students during the first year. The program will demonstrate the procedures and the effectiveness of coordinating business and industry with a community college. Alternate semester, parallel (half-day), and evening college-related programs will be implemented. Coordinated instruction will include use of television, programmed instruction, computer-assisted instruction, automated programs, and work experience.

Operation Bridge—Innovative, Comprehensive Vocational Education Program for Disadvantaged Youth. (Continuing Project)
DePetro, Henry M.
Aims Coll., Greeley, Colo.
0-361-0120
OEG-0-70-5182
July 1, 1970—September 30, 1972

A comprehensive program for disadvantaged youth, the project will employ new approaches to recruitment, guidance, and counseling. Procedures include new courses; a workshop series for elementary and secondary teachers and guidance counselors; and utilization of prominent minority group members for referring potential and actual dropouts to the college

counseling staff. An area vocational school, Aims College provides and coordinates vocational education for high school students throughout the area.

Career Education.
Bonitatebus, Joseph
Bridgeport Board of Education, Conn.
0-361-0061
OEG-0-71-0679
January 1, 1971—January 21, 1974

This is a mainstream instructional program complementing and being complemented by the regular instructional programs. Students will receive occupational information and orientation at the elementary level, orientation and exploration at the middle school level, exploration at the senior high level, and upgrading and retraining at the postsecondary (continuing education) level. The career education program will be arranged in a career ladder style and will provide students with marketable skills at any level.

An Occupational-Vocational Education Model for the State of Delaware.
English, Joseph L.
Milford School District, Del.
0-361-0013
OEG-0-71-0678
October 10, 1970—September 30, 1973

The project will establish an occupational and vocational model (K-12) through the cooperative efforts of one county vocational and technical school and one school district. A comprehensive educational experience is envisioned which will produce a well-rounded individual. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Implementing a K-12 Career Development Program in the District of Columbia. (Continuing Project)
Cawein, Paul E.
District of Columbia Public Schools, Washington, D.C.
0-361-0137
OEG-0-70-4785
June 30, 1970—June 30, 1973

As part of a long-range effort to redirect the total District of Columbia school program to the career development concept, this project initiates a five-year plan to decentralize staff development and curriculum development personnel into Instructional Service Units. The program will eventually be phased in as an integral part of education for all students and will include establishment of career foundations at the elementary level; survey and exploration at the junior high level; and career exploration and preparation at the high school level. The cluster concept will be used.

An Exemplary Model for a Total Ecological Approach to Non-Graded Vocational Programs in Separate Educational Centers. (Continuing Project)
Eaddy, Kenneth M.
Florida State Dept. of Education, Tallahassee.
0-361-0094
OEG-0-70-5180
June 30, 1970—October 30, 1973

The program will establish separate educational centers in participating counties to provide an occupationally oriented curriculum, related academic skills, intensive vocational guidance and counseling, and social motivation for disadvantaged or handicapped youths from ages thirteen through eighteen. The program is coordinated with the Model Cities program. Intensive community involvement and individualized instruction are major emphases of the program.

A Developmental Program of Occupational Education. (Continuing Project)
Smith, Joel R.
Cobb County Board of Education, Marietta, Ga.
0-361-0063
OEG-0-70-4781
June 30, 1970—June 30, 1973

The project will implement a developmental program of occupational education which fuses the more promising programs and practices of vocational education with the broader K-12 school system. The project will place special emphasis on students who are culturally, economically, or otherwise disadvantaged or handicapped. Program components will be occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Occupational Information and Guidance Service Center. (Continuing Project)
Yoon, Kenneth
Hawaii State Dept. of Education, Honolulu.
0-361-0146
OEG-0-70-4787
June 30, 1970—June 29, 1973

The program will enable establishment of an Occupational Information and Guidance Service Center which will function on a state-wide basis. The program will be coordinated with a Model Cities program. Job and occupational training opportunities will be brought to the attention of school age youths. A resource manual on occupational information will be developed and distributed to school guidance counselors and agencies. Occupational guidance workshops and summer training programs will acquaint students with the range of occupations.

Exemplary Cooperative Education Program for the Development of Occupational Skills, Work Habits, and Attitudes.
Merrill, Floyd W.
Canyon School District 139, Caldwell, Idaho.
V-161-176
OEG-0-71-3889
June 30, 1971—June 29, 1974

The project will concentrate on a career development approach for all students, including the disadvantaged, and will be conducted as an integral part of a comprehensive area vocational education program which encompasses seven communities in Southwest Idaho. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement. The Kimberly Plan will be used to integrate occupational orientation into the social studies curriculum in grades 1-6.

Bridging the Gap Between High School and the World of Work.
Dumetz, Louise P.
Chicago Board of Education, Ill. Dept. of Vocational and Practical Arts Education.
0-361-0157
OEG-0-71-1026
June 30, 1971—June 29, 1974

The program will furnish career orientation information in six career areas to students in grades K-8 in the target areas. Job entry skill training will be provided for approximately 150 students before they graduate or leave school. Potential dropouts will be eligible, as well as seniors. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement. The program will be coordinated with a Model Cities agency.

Comprehensive Vocational Guidance Program for Model Cities.
Winegard, Raymond
Indianapolis Public Schools, Ind.
1-361-0165
OEG-0-71-0683
January 15, 1971—January 14, 1974

The project is a vocational guidance program coordinated with instructional and work experience activities aimed at youths in the Model Cities area. Occupational orientation will be offered in the summer and during the regular school year. Twenty recruiters from the Model Cities Projects will monitor the out-of-school phases in which unemployed dropouts will be referred to counselors in the Adult Evening Division. Inservice training will be given to guidance counselors.

Area-Wide Project for Occupational Orientation, Exploration, Counseling, Job Training, and Job Placement for Elementary and Secondary Students.
Winters, Earl E.
Pottawattamie County School System, Council Bluffs, Iowa.
0-361-0070
OEG-0-71-0676
October 1, 1970—September 30, 1973

The program will provide a model of career development activities within a single school system, including an elementary-junior high, senior high, and a postsecondary school. An area media center will compose the occupational orientation component and will house a central file of career information. Project personnel will assist in collecting, distributing, and presenting these resources. Other program components are cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

An Exemplary Program in Occupational Education in Typical Rural, Rural-Urban and Urban School Settings. (Continuing Project)
Rawson, Wilbur A.
Kansas State Dept. of Education, Topeka.
0-361-0089
OEG-0-70-5179
July 1, 1970—June 30, 1973

The program will produce model occupational education programs which can be used in rural, suburban, and urban school settings throughout the state. Kansas State University will perform certain specified functions such as inservice teacher training, teacher workshops, curriculum development, and evaluation services. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

A "Universe Model" of Occupational Education for Pikeville, Kentucky in Conjunction with the Pikeville Model Cities Program. (Continuing Project)
Jenkins, John
Eastern Kentucky Univ., Richmond.
0-361-0059
OEG-0-70-4754
June 30, 1970—June 30, 1973

The project is designed to provide occupational information, concepts of work, vocational preparation, and placement along a sequence of vocational life stages. Attitude development will be stressed in grades K-3; positive self concepts in grades 4-6; exploration of specific occupational areas in grades

7-8; and inschool preparation for clusters of related occupations combined with cooperative vocational education, and intensive training in job entry skills in grades 9-12.

An Exemplary Program for Occupational Preparation. (Continuing Project)
Young, William G.
New Orleans Public Schools, La.
0-361-0125
OEG-0-70-4783
June 30, 1970—June 30, 1973

The project will direct vocational preparation toward economically disadvantaged children. World of work materials will be used in the elementary curriculum. The middle school program will deal with occupational information and guidance. Older students and potential dropouts at this level will develop capabilities in three semi-skilled vocational training fields through courses which integrate academics with skill training. Senior highs will offer cooperative education and clerical or health occupations instruction. Evening courses, occupational guidance, and a job placement service will be available for out-of-school youth.

New Opportunities for Work (NOW).
Jordan, Kenneth C.
Lewiston Public School District, Maine.
1-361-0161
OEG-0-71-0652
October 1, 1970—October 1, 1973

The project will concentrate on a model career development approach for all elementary through high school students. Ten towns and cities in Central Maine will take part in the program. Basic program components will be an effective pupil personnel service, work experience programs, an open door policy to vocational programs, intensive skill training, and placement capabilities.

Maryland Career Development Project (K-Adult). (Continuing Project)
Carey, E. Niel
Maryland State Dept. of Education, Baltimore.
0-361-0021
OEG-0-70-0041
July 1, 1970—July 1, 1973

The career development program will operate on three main levels. Elementary activities will include work using work task simulation, gaming brochures, parents as adult role models, and field visits. A team approach will be utilized in the junior high, and industrial arts and home economics laboratories will be used. Senior high activities will include training and placement. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

A Community Development Approach to Vocational and Leadership Training Using a Career Development Center. (Continuing Project)
King, Melvin H.
New Urban League of Greater Boston, Inc., Roxbury, Mass.
0-361-0068
OEG-0-70-5178
July 1, 1970—June 30, 1973

This career development program is concerned with guiding inner city youth toward vocational maturity. Elementary and secondary age students (both in and out of school) will be served in the areas of occupational information, vocational counseling, skill training, and placement across a wide range of occupations. Unique features of the program are vocational guidance and training delivered by a community agency using black role models from the community, coordination with a Model Cities project, and advocate counseling.

Vocational Career Development Program. (Continuing Project)
Rochow, Robert
Northeast Oakland Vocational Center, Pontiac, Mich.
0-361-0122
OEG-0-70-5183
June 30, 1970—June 30, 1973

The program combines resources of elementary school counselors, the world of work in elementary social studies programs, coordination of existing resources in the world of work, and extensive efforts to develop positive self-concepts in students into a sequential career development program from grades K-6. Students taking part in the program will attend a Human Resources Center, scheduled for completion in 1971. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Exemplary Vocational Education Program Based on Environmental Studies (K-14).
Clark, Barbara
Environmental Science Center, Golden Valley, Minn.
1-361-0171
OEG-0-71-2396
June 1, 1971—May 31, 1974

The project will coordinate existing elements of a total vocational sequence with new ones. Facets of the program include relating awareness of the world of work to careers in environmental control, exploratory

community experiences in environmental control occupations, and job entry-level skills for water pollution control technicians. Components will be occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

A Project to Demonstrate Making Vocational Education More Accessible to Persons in Rural Minnesota Through Cooperative Vocational Centers.
Van Tries, Robert P.
Minnesota State Board for Vocational Education, St. Paul. Div. of Vocational-Technical Education.
0-361-0105
OEG-0-71-0653
October 1, 1970—September 30, 1971

This project will serve kindergarten through adult students and will demonstrate the adaptability of the basic concepts and organization of career development to districts with varying financial resources. The project will be operated in two vocational centers; each center will be composed of a group of schools cooperating in planning and providing vocational education for all students of all member schools.

Career Centered Curriculum for Vocational Complexes in Mississippi. (Continuing Project)
McMinn, J. H.
Mississippi State Dept. of Education, Jackson. Div. of Vocational-Technical Education.
0-361-0067
OEG-0-70-5177
July 1, 1970—June 30, 1973

The program will provide a continuum of services and instruction beginning with students learning about the world of work and ending with their satisfactory employment or postsecondary education. About seventy-five percent of the junior and senior high school enrollment of the district will be served. Project staff will provide services to elementary students and teachers via workshops, seminars, field trips, and individual counseling with teachers, students, and parents. Components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Outreach for Urban Inner City Youth.
Sheets, Donald R.
Kansas City School District, Mo.; Metropolitan Junior Coll. District, Kansas City, Mo.
1-361-0174
OEG-0-71-1389
January 1971—January 1974

The project will implement an integrated program of job information suited to students' grade levels. The project will provide an opportunity for students to participate in cooperative training programs, and will make counseling services available from the elementary through secondary levels as well as to out-of-school youth. Placement services will be furnished to students needing such assistance. The project will be located in a Model Cities neighborhood.

"The Next Step"—A Comprehensive Program in Occupational Preparation and Placement.
Korizek, William A.
Helena Public Schools, Mont.
1-361-0169
OEG-0-71-0684
November 1, 1970—October 31, 1973

The project will serve as a career development model for the state and will emphasize broadening the occupational orientation of students at the elementary, junior, and senior high level; identifying work opportunities for youth; training youths for jobs; placing students in jobs on a part-time basis prior to graduation; and assuming responsibility on the part of the schools to develop employability and to provide appropriate student placement.

Expanded Vocational Education Program for Disadvantaged Youth: Occupational Guidance K-12, Comprehensive Center for Occupational Education.
Parrish, Edwin H.
Vocational and Adult Education Services, Omaha, Nebr.
0-361-0028 (Revised)
OEG-0-71-4661
June 29, 1971—June 28, 1974

The project will develop an extensive occupational guidance program for disadvantaged youth in grades K-12 in selected schools, and will develop a comprehensive Center for Occupational Education. The center will be designed as a motivational center for high school students and young persons up to age twenty-one who reside in the area and who have not adjusted to the traditional high school programs. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Washoe County School District Sequential Approach to Vocational Education—An Exemplary Program. (Continuing Project)
Trout, Len Lawrence, Jr.
Nevada Univ., Reno. Coll. of Education.
0-361-0121
OEG-0-70-4782
June 30, 1970—June 30, 1973

The program seeks to provide a continuum of occupational orientation and instruction from elementary through postsecondary school. The health occupations area will be used to develop a coordinated model program using a cluster approach. The elementary program will consist of a course in the world of work in grades 5-6. Junior high will have a career exploration program and senior high will have intensive vocational counseling. The postsecondary school will have health occupations programs, increased counseling, placement services, and financial assistance programs.

World of Work (WOW). (Continuing Project)
Mandell, John
Contoocook Valley Regional School District, Peterborough, N.H.
0-361-0052
OEG-0-70-5191
July 1, 1970—June 30, 1973

The program will provide world of work opportunities for pre-high school students; provide occupational interest exploration opportunities for students in early high school years; develop job skills, knowledge, and attitudes; and place students in jobs throughout the high school years. Cooperation will be maintained with the Crotched Mountain Rehabilitation Center for identifying and aiding the disadvantaged and handicapped. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Career Development—A Pre-School to Adult Model Program for the Hackensack, New Jersey School District. (Continuing Project)
Briant, Robert A.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
0-361-0022
OEG-0-70-5188
June 30, 1970—June 30, 1973

The program will provide, from preschool to adult levels, a series of career development activities and educational experiences aimed at expanding the involvement of the student, the school, the home, and the employing community. The program will also aid students in identifying interests and developing their occupational potentials. The Career Resource Center will be used in developing career information activities, school and community relations, audiovisual productions, school and industry relations, and a career library.

Tri-Cultural Vocational Exploratory Career and Work Experience Education Program.
Gonzalez, Raymond
Bernalillo Municipal Schools, N. Mex.
0-361-0040
OEG-0-71-1025
February 16, 1971—February 15, 1974

The program will give all students in grades K-12 access to occupational orientation and exploration, cooperative education and work experience, intensive guidance and counseling, and placement in postsecondary training or in a job. The operational setting will encompass five Indian reservations and the student population will be approximately fifty percent Indian, forty percent Spanish-surnamed, and ten percent Anglo-Saxon. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Guided Occupational Orientation-Training and Job Placement.
Lang, Hans H.
Syracuse City School District, N.Y.
0-361-0143
OEG-0-71-1028
February 1, 1971—January 31, 1974

The project is designed to modify a school system so the resulting program will recognize occupational information and skill attainment as components of learning stages and exercises from preschool and kindergarten upward. Orientation will begin with primary education and continue through fourth grade. In fifth grade, guided occupational orientation and skill training will begin and continue through eighth grade or age sixteen. At this point, counseling and cooperative education begin.

The Implementation of a Comprehensive Occupational Education Program in a Rural School System. (Continuing Project)
Carroll, Riley O.
Wake County Schools, Raleigh, N.C.
0-361-0133
OEG-0-70-4786
June 30, 1970—June 30, 1973

Three schools in a rural educational system (an elementary, middle, and high school) will participate in the project to demonstrate an articulated, continuous instructional program in vocational guidance, orientation, and instruction. An Occupational Resources Center will be established for the middle grades. Intensive training will be initiated through a vestibule program in junior and senior high schools. Inservice training will be continued throughout the program.

A Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work. (Continuing Project)
Selland, Larry G.
North Dakota State Board for Vocational Education, Bismarck.
0-361-0047
OEG-0-70-4752
June 30, 1970—June 30, 1973

The program will be initiated in a single operational setting to be used as a demonstration for ultimate state-wide implementation. Workshops will develop occupational orientation guidelines for elementary and secondary school activities which will be disseminated by area consultants. Inservice training and exploratory work experiences will be part of the program. Training programs will be limited to the larger towns where adequate facilities and cooperative training stations exist.

Developmental Vocational Education Project.
Sims, William
Cleveland Board of Education, Ohio.
0-361-0154
OEG-0-71-0585
September 1, 1970—August 31, 1973

This career development project will use a pyramid approach in which a broad informational-orientation approach at the elementary level will move to an orientation-exploratory approach at the junior high level and on to an exploratory-preparational approach at the senior high level. Cooperation with local manpower agencies will be promoted by students' visits to company work sites and actual work experience. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

An Exemplary Comprehensive Occupational Orientation Vocational Education Program for Selected Oklahoma Schools.
Dreesen, Ralph
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
0-361-0123
OEG-0-71-0530
August 26, 1970—August 25, 1973

This career guidance program will provide vocational orientation in the elementary and junior high schools, tenth grade cluster skill training, eleventh and twelfth grade cooperative training for disadvantaged students, and intensive skill training for seniors and dropouts. The program will operate in selected Tulsa public schools (five elementary and two junior highs which feed into one selected inner-city high school). Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Project VIGOR. (Continuing Project)
McCaleb, Omer K.
David Douglas School District 40, Portland, Oreg.
0-361-0055
OEG-0-70-5187
July 1, 1970—June 30, 1973

The project is aimed at area-wide implementation of vocational orientation, guidance, work experiences, and placement from grades 1-14. Inservice training will be provided for teachers; and business, industry, civic, education, and government representatives will be involved. Components include vocational orientation, vocational exploration, vocational guidance, vocational relevance of general curriculum, clusters of job families for vocational curriculum, work experience, program articulation, and program evaluation and followup.

Selected Functional Components of a Vocational Education Counseling System for Urban Youth. (Continuing Project)
Lamping, Robert G.
Pittsburgh Public Schools, Pa. Occupational, Vocational, and Technical Div.
0-361-0149
OEG-0-70-5184
July 1, 1970—January 31, 1972

The program will extend the counseling system presently operating in the Pittsburgh area to elementary, junior high, and secondary schools in the Model Cities areas. The purpose is to provide occupational information, guidance, and counseling at three specific levels: career orientation in elementary school; cooperative work experience programs for high school students enrolled in skill-centered courses; and placement for high school graduates. Counseling services will also be provided for students not enrolled in vocational courses.

A Human Resources Career Development Model for Pawtucket, Rhode Island in Conjunction with the Pawtucket Model Cities Agency.
Melucci, Edward M. J.
Pawtucket School System, R.I.
0-361-0155
OEG-0-71-1912
March 1, 1971—February 28, 1974

General curriculum features of the project are a broadly based occupational orientation at the elementary level, occupational exploration at the middle school level, and specific (including cooperative and intensive training programs) at the senior high level. Guidance will be available at all grade levels and a placement director will serve the high school students. Components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Exemplary Project in Career Education in South Carolina Region V. (Continuing Project)
Brown, Stuart R.
Educational Services Center Region 5, Lancaster, S.C.
0-361-0006
OEG-0-70-5192
June 30, 1970—June 30, 1973

This career guidance program utilizes the model established at Wayne State University and the Detroit, Michigan City Schools. Some specific activities will be counseling; dissemination of information through individual classes; use of field trips and speakers; meetings with parent groups, community agencies and neighborhood organizations; and provision of consultative services. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance. The project will operate in four districts.

K through 12 Project of Career Development Occupational Counseling, and Bridging the Gap between School and Work.
Stone, Thomas C.
Southern State Coll., Springfield, S.Dak.
0-361-0159
OEG-0-71-0526
September 14, 1970—September 13, 1973

The program is designed to include all students of public and private schools within the Watertown District in a career education awareness program. The program will include integrating occupational information into the elementary curriculum (K-6); implementing programs of occupational information, orientation, and exploration into the secondary curriculum (7-12); identifying disadvantaged and handicapped students and a program of cooperative education designed for them; and offering an intensive occupational counseling and vocational education program for those leaving school who have not been previously enrolled in vocational education.

Project SPAN—An Accelerated Project for a Systems Program Approaching Non-Unemployment of Vocational Students. (Continuing Project)
Hugueley, James E.
Northside High School, Memphis, Tenn.
0-361-0115
OEG-0-70-5181
June 30, 1970—June 30, 1973

This K-14 career awareness project will utilize educational television for delivery of vocational orientation programs, develop a computer system approach to job placement, redirect industrial arts and home economics to provide occupational orientation, and develop a "quick shot" occupational skills program leading to employment for potential dropouts. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Vocational Opportunities Integrated in Current Education (VOICE).
Antu, Louis U.
San Antonio Independent School District, Area III, San Antonio, Tex.
0-361-0158
OEG-0-71-0586
August 26, 1970—August 25, 1973

The program is a cooperative effort between the school district and community resources to establish a guidance and counseling program for young people. The impact of the project will be in the Model Cities neighborhood areas. The major focus is to provide in-school and community-based guidance and counseling services at the elementary school level. In junior high, the effort will be made to develop curricula which relate occupational education to standard academic subjects. The ongoing bilingual vocational office education program will be provided during summer months or after school hours.

Diversified-Satellite Occupations Program. (Continuing Project)
Call, John Reed
Granite School District, Salt Lake City, Utah.
0-361-0056
OEG-0-70-5176
July 1, 1970—June 30, 1973

The project involves several aspects and combinations of occupational guidance and work experiences with chief emphasis on individualized instruction. The project also emphasizes occupational guidance, work experience, and programs for bilingual, bicultural, and handicapped students. Initially, four schools will be used for classrooms and shops or labs during the day, and all high schools in the district will be used for extended school day classes. The Diversified-Satellite Occupations Program will maintain a program of activities.

Integrated Vocational Education Program.
McNutt, Lawrence
Franklin Northeast Supervisory Union, Richford, Vt.
1-361-0172
OEG-0-71-2394
March 1, 1971—February 28, 1974

The program will conduct an integrated vocational education program in a rural area of Vermont presently not served by an area vocational center.

Occupational orientation, exploration, and vocational education will be integrated into subjects in grades K-12. Cooperative work experience and the lease or purchase of one to four business enterprises will provide practical experiences in the world of work to students. Job placement responsibility will be assumed by the staff. Dropouts will be specifically identified and causes for their leaving school will be sought in order to plan preventive and remedial programs.

Dilenowisco Four I's Project (Intervention Introduction Investigation Involvement). (Continuing Project)
Coxton, Benny
Dilenowisco Educational Cooperative, Wise, Va.
0-361-0050
OEG-0-70-4753
June 30, 1970—June 30, 1973

Objectives are designed to intervene in the lives of youngsters who are potential dropouts by introducing them to a broad range of occupational areas and by enabling them to become involved in actual work and learning experiences. Current information on some 200 occupations available in the area will be presented. Students will be transported to a county vocational school for prevocational skill training. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Central Area Schools Occupational Development Program.
Hunter, Richard C.
Seattle Public Schools, Wash.
0-361-0168
OEG-0-71-1171
December 15, 1970—December 14, 1973

The project plan is to establish an occupational development program extending from fifth through twelfth grades so that every student will complete high school with a marketable skill. A curriculum development specialist will design curriculum supplements in all skill areas to ensure such employability. The high school involved will operate on two campuses, with one being designated as the center for science and technology. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities.
Holstein, Herbert
Lincoln County Schools, Hamlin, W. Va.
0-361-0170
OEG-0-71-0682
January 1, 1971—December 31, 1973

The project will supplement an expanded program of vocational education being planned for an area vocational facility to begin in Lincoln County in the summer of 1971. A total concept of occupational education beginning in grade 1 with career awareness through skill development and job placement in grade 12 will be implemented. Academic and vocational education aspects will be blended into the curriculum at all grade levels. Concentrated inservice training will be provided. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Articulation of Occupational Orientation Education, and Placement in Private and Public Elementary, Secondary and Postsecondary Schools.
Bingner, Charles
Wisconsin State Board of Vocational, Technical, and Adult Education District II, Sheboygan.
1-361-0166
OEG-0-71-1027
February 26, 1971—February 25, 1974

The program will provide an articulated K-14 occupational orientation, education, and placement in elementary, secondary, and postsecondary schools, respectively. The first year operational setting will include sixteen elementary schools, three junior high schools, and two senior high schools. A career guidance mobile unit will be used by all grade levels and a K-14 curriculum in occupational orientation will be established. Junior high counselors will take part in a special summer orientation program on vocational curriculum and job openings.

The Development and Demonstration of a Functional Model System of Occupational Education for Wyoming Public Education K-14.
Sizemore, Paul
Wyoming State Dept. of Education, Cheyenne. Div. of Vocational-Technical Education.
0-361-0023
OEG-0-71-0579
August 26, 1970—August 25, 1973

Development of curriculum, instructional materials, and teaching procedures; inservice training; and implementation of a functional occupational education program model will be provided in the program in a location which has an established K-14 curriculum. Wyoming Occupational Resource Kits will be developed to supply information on jobs to students. Emphasis will be on individualized instruction and an interdisciplinary multimedia approach. Cooperating in the project will be the State Department of Education, Central Wyoming Community College, and School District Number 25 at Riverton, Wyoming.

Carolina School District Sequential Approach to Career Orientation and Preparation.
Sanchez, Gladys
Puerto Rico State Dept. of Education, Hato Rey.
0-361-0164
OEG-0-71-0654
October 1, 1970—September 30, 1973

The program will provide young people with school and work experiences which will enable them to adapt to the rapid economic growth of the Commonwealth. Fifth graders will be exposed to the world of work and emphasis in junior high will be on construction and manufacturing fields. In senior high, emphasis will be on counseling and guidance. Students will be taught entry-level job skills. Other components of the program will include a bilingual business occupations curriculum, a basic culinary arts program, use of cooperative programs, and services of a placement team.

Trust Territory of the Pacific Islands Industrial Vocational Education Curriculum Orientation and Development Project.
Yarberry, Burl
Trust Territory of the Pacific Islands Dept. of Education, Saipan.
V-161-175
OEG-0-71-2852
April 1, 1971—June 29, 1971

The project will bring district directors of education and secondary school principals in the Trust Territory together and acquaint them with the vocational curriculum of the Ponape Agriculture and Trade School. Participants should thus be more able to develop overall objectives and goals to provide specific direction to all public schools in the Territory regarding vocational education. The conference will foster exchange of ideas among participants concerning teaching and administrative methods. A conference method will be used and school staff will present their curriculum to project members.

PART I. CURRICULUM DEVELOPMENT

Job Cluster Curricula for Public Service Occupations at the High School Level.
Lynn, James J.
California State Board for Vocational Education, Sacramento.
V157020
OEG-0-71-4780
June 30, 1971—December 31, 1972

This project proposes to identify those competencies necessary to the public service occupational cluster and to develop the necessary instructional materials and media to implement a comprehensive public service occupations program. In grades K-6, pupils' self-awareness and occupational awareness and aspirations will be developed; in grades 7-8, students will be assisted in evaluating their interests, abilities, and needs and provided with exploration opportunities; in grades 9-10, pupils will be provided with indepth exploration and training in one occupational cluster and guidance and counseling to assist them in selecting an occupational specialty; and in grades 11-12, students will be provided intensive preparation for job entry or further education, and placement aid. Continuous followup of dropouts and graduates will be maintained.

Environmental Occupations Awareness Workshops.
Robson, R. Thayne
Olympus Research Corp., Washington, D.C.
V157012
OEG-0-71-4462
June 30, 1971—June 30, 1972

Through a series of workshops, this project proposes to make high school students aware of the career implications of the environmental challenge. Phase I of the project will involve the organization of and preparation for conducting twenty-five workshops. The workshops will be presented as Phase II of the project, and Phase III will involve the evaluation and assessment of the workshop effort. Media materials and an environmental careers handbook will be prepared as needed for the workshops.

The Inventory of Air Force Vocational Course Materials for Possible Adaptation to the Civilian School System.
Straubel, James H.
Aerospace Education Association, Washington, D.C.
0-009
OEC-0-70-4980
June 30, 1970—April 30, 1972

The purpose of this ongoing project is to determine which vocational and technical courses developed by the United States Air Force can be utilized in civilian education and to examine all U.S. Air Force courses for possible application to civilian vocational and technical education systems. Procedures will include screening the Air Force course offerings to determine courses for civilian application and visiting Air Force training bases which offer potential courses. A course for training vocational and technical educators on the effective use of criterion-referenced materials will also be developed and field tested.

Transportation Curriculum Planning Workshop.
Kirschner, E. J.
Kirschner (E. J.) and Associates, Washington, D.C.
V157006
OEC-0-71-4433
June 30, 1971—December 30, 1971

This project proposes to conduct a national workshop to design a transportation technician curriculum. The objectives of the project include (1) identifying the occupational careers emerging in the transportation area; (2) identifying, differentiating, and articulating the areas of training appropriate to grades 10-12 and community colleges; (3) developing a core environmental education experience for all programs; (4) identifying three levels of career training in grades 10-12 through community college level; and (5) making recommendations for starting programs at educational institutions in grades 10-12 and community colleges.

Curriculum Modules for Child Care/Development Occupations.
Rose, Irene
Atlanta Public Schools, Ga.
V157014
OEG-0-71-4431
June 30, 1971—December 31, 1972

The major objective of this continuation project is to develop additional curriculum modules for child care and development occupations to be used in training programs on the secondary, postsecondary, and adult levels. The modules will be competency-based and designed in separate self-contained units to allow students to enter at their levels of competency and progress at their own rates. Each module will contain components for the entry-level worker (an aide) and for the more advanced worker (an assistant). Modules in the specialized areas such as foster parents, recreation cottage parents, infant care, and exceptional children will be developed.

The Outlook for Careers Through Vocational and Technical Education.
Figel, William J.
Science Research Associates, Inc., Chicago, Ill.
V157005
OEC-0-71-4429
June 30, 1971—November 30, 1972

The objective of the completion phase of the project on the outlook for careers through vocational and technical education is to produce the remaining portion of the manuscript for the national guidance handbook: the descriptions of the balance of vocational and technical education instructional programs and the volume's introductory material and appendixes. The material produced in this completion phase will be in accordance with the objectives, scope, and background of the overall project (funded in 1970 under contract number OEC-0-70-4944).

Curriculum Guidelines for Recreation, Hospitality, and Tourism Occupations.
Verhoven, Peter J.
Kentucky Univ., Lexington.
V157015
OEG-0-71-4459
June 30, 1971—December 31, 1972

The primary goal of this project is to develop comprehensive guidelines to serve as a basis for refocusing curricula to prepare students in grades K-12 for entry into the recreation, hospitality, and tourism (RHT) occupational field. Curricula for grades K-8 will be refocused to develop pupil self-awareness; assist students in evaluating their interests, abilities, and needs, and provide students with opportunities for exploration in selected occupational groups. Subject matter in grades 9-12 will provide in-depth exploration and training in the RHT career family, and provide a basis for guidance and counseling. In grades 11-12, the program will provide intensive and specialized preparation in a selected area. Students will be ensured placement in a job or a postsecondary or baccalaureate program, and continuous followup will be maintained of all dropouts and graduates to provide information for program revision.

Career Education Curriculum Awareness for School Administrators.
Reid, James L.
Maryland State Board for Vocational Education, Baltimore.
V157021
OEG-0-71-4779
June 30, 1971—December 31, 1972

The purposes of this project are to (1) make educational administrators and decision makers aware of society's present and future needs and to demonstrate how career education can meet these needs; and (2) provide these leaders with skills and techniques to implement career education in their schools. To develop career education awareness, this project will conduct ten conferences throughout the country on the concept of career education; develop audiovisual and printed materials to illustrate and describe career education; and conduct follow-through activities to support the implementation of career education programs.

Cooperative State Implementation Workshops for Curriculum-Involved Career Development Guidance and Counseling.
Gysbers, Norman C.
Missouri Univ., Columbia.
V157008
OEG-0-71-4463
June 30, 1971—December 31, 1971

The purpose of this project is to encourage and assist each state, the District of Columbia, and Puerto Rico in conducting a workshop to develop a preliminary school and community model for implementing curriculum-involved career development guidance counseling and placement. This project will carry through the goals, concepts, and principles recommended by a coordinated series of national and regional conferences on guidance counseling and placement begun in 1969. The University of Missouri will serve as a resource and selected services center and a source of partial financial assistance, and will organize, conduct, and followup each state workshop.

Job Cluster Curricula for Manufacturing Occupations at the High School Level.
Buchanan, A. C.
New Jersey State Board for Vocational Education, Trenton.
V157018
OEG-0-71-4687
June 30, 1971—June 29, 1972

The purpose of this project is to develop a set of comprehensive curriculum guidelines for the manufacturing clusters to be used to prepare high school students for occupations. The guidelines will contain in-depth occupational exploration and beginning specialization in one or more clusters for grades 9-10. For grades 11-12, the guides will provide specialization in one job family or the intensive skill training necessary to prepare students for job entry.

Curriculum Guides for Textile, Apparel and Accessories Industry.
Jarnow, Jeanette
Fashion Inst. of Tech., New York, N.Y.
V157013

OEG-0-71-4430
June 30, 1971–December 31, 1972

The objective of the project is to develop a series of interrelated curriculum guides for the fashion industry involving textiles, wearing apparel, and accessories. All guides will contain introductory material which will include information to assist the school administrator in making decisions regarding the adoption of comprehensive programs for training individuals for employment in the textile, apparel, and accessory industries. The guides will conceptualize the fashion industry, establish socioeconomic significance, and summarize employment opportunities.

Job Cluster Curricula for Transporation Occupations at the High School Level.
Petrie, Edwin T.
Ohio State Board for Vocational Education, Columbus.
V157017
OEG-0-71-4691
June 30, 1971–December 31, 1972

The purpose of this project is to prepare curricula for the transportation occupations cluster at the high school level. The objectives of the project include (1) providing in-depth exploration and training in one occupational cluster in preparation for job entry or further education for grades 9-10; (2) providing intensive preparation in a selected occupation for job entry or further education for grades 11-12; (3) providing guidance and counseling; and (4) maintaining continuous followup of all dropouts and graduates to provide information for program efficiency.

Job Cluster Curricula for Communications and Media at the High School Level.
Foust, W. Lee, Jr.
Oregon State Board for Vocational Education, Salem.
V157019
OEG-0-71-4685
June 30, 1971–December 31, 1972

This project proposes to develop a set of comprehensive curriculum guidelines for the communication and media occupational cluster for use at the high school level. The objectives of the project include (1) reviewing, analyzing, and modifying current designs of the communications and media cluster; (2) identifying educational competencies necessary to the cluster; (3) producing a set of curriculum guidelines; (4) developing common core curricula at the tenth grade level designed to provide indepth exploration and training in the communications and media cluster; and (5) facilitating the development of entry-level skills and foundations for further progress.

Machine Aided Instruction for Career Education.
Oleinick, Julius
Compulearn, Inc., Pittsburgh, Pa.
V157007
OEG-0-71-4460
June 30, 1971–July 31, 1972

The goal of this project is to develop appropriate instructional materials for machine aided instruction in a career cluster area of vocational education. A series of machine aided instruction programs will be produced to make students in grades K-12 aware of career education opportunities. The clusters will include office, health, public service, personal services, marine science, and communications and media occupations. Support materials to aid the students and teachers will also be developed. Materials will be pilot tested at four sites and disadvantaged, handicapped, or inner city personnel will be involved in at least two test groups.

Career Education in Natural Resources.
Stinson, Richard F.
Pennsylvania State Univ., University Park.
V157010
OEG-0-71-4432
June 30, 1971–December 31, 1972

This project is designed to develop and disseminate curriculum guides for a sequentially developed educational program offering career awareness, career exploration, and job preparation in natural resources for grades K-14. Guides for grades K-6 will offer exploration activities. The guide for middle school use will involve hands-on experiences, field observation, and classroom activities. The high school curriculum guides will suggest procedures for implementing specialized programs for occupational preparation in natural resources and will outline instructional units in soil, water, minerals, and forestry. Post high school guides will outline technological programs in such areas as air pollution, forestry, mining geology, and outdoor recreation.

Job Cluster Curricula for Construction Occupations at High School Level.
Fitz, W. H.
Texas State Board for Vocational Education, Austin.
V157016
OEG-0-71-4664
July 1, 1971–December 31, 1972

This project will develop a set of comprehensive curriculum guides and materials for the construction industry to be used in exploratory or training programs at the secondary level. The guides will provide a comprehensive overview of the general field of construction; semiskill or skill training appropriate to

the selected occupational area; planned and supervised work experience through cooperative on-the-job training programs; and skill attainment to ensure job placement upon completion of each major phase of curriculum.

Development of a Pilot Model Curriculum for Computer Sciences.
Swartz, Phillip R.
Central Texas Coll., Killeen.
1-357-001
OEG-0-71-2723
June 30, 1971–September 30, 1972

The purpose of this project is to develop a curriculum guide for secondary and postsecondary programs to educate individuals to become computer science technicians. The objectives of the project include assessing the present and future needs of personnel in computer science; identifying the characteristics of jobs in computer science technology, and developing a course-sequential curriculum to provide training for these jobs; and identifying certain other requirements such as instructional and laboratory facilities and instructional materials. After defining the kinds of computer science courses required for secondary and postsecondary programs, a course outline will be constructed and pilot tested.

Pilot Interstate Project: Curriculum for Planning.
Talbot, Walter D.
Utah State Board of Education, Salt Lake City.
V157011
OEG-0-71-4457
June 30, 1971–December 31, 1972

The objectives of this project are to (1) develop and field test curriculum materials and guides for the training of administrators and department heads of local education agencies to implement annual and long-range planning and evaluation with special attention focused on a component of vocational education; and (2) encourage and facilitate the use of sound planning and evaluation procedures through sound curriculum and instruction processes to effect development and implementation. Although the broad scope of the project is to provide materials for all local education agencies, project activities will result in materials and guides to benefit the five participating states of Georgia, Iowa, Oregon, Utah, and Wisconsin.

FISCAL YEAR 1972

SUMMARY

Part C. Research

The entire appropriation was awarded to the State Boards for Vocational Education to enable the states to establish their own demonstration, testing, and development sites for career education model programs. Individual projects within each state were administered by the State Director for Vocational Education. Most of the fifty-six projects were funded for eighteen months; many utilized Part D or state funding in addition to the Part C grant. "Career Education" is the supplied title for these projects. Appropriation: $9,000,000.

Part D. Exemplary

Fourteen new exemplary projects were funded, increasing the total number of ongoing projects to sixty-five. Appropriation: $8,000,000.

Part I. Curriculum

Thirty-two projects were funded with an appropriation of $4,000,000.

SOURCE DOCUMENTS

U.S. Department of Health, Education, and Welfare, Office of Education. *Abstracts of Research and Development Projects in Career Education Supported Under Section 131(a) of Part C of the Vocational Education Amendments of 1968 (Public Law 90-576).* ED 063 520. Washington, D.C.: Bureau of Adult, Vocational and Technical Education, June 1972.

U.S. Department of Health, Education, and Welfare, Office of Education. *Abstracts of Exemplary Projects in Vocational Education Supported Under Section 142(c) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576).* ED 099 518. Washington, D.C.: Center for Adult, Vocational, Technical, and Manpower Education, June 1973.

PART C. RESEARCH

(Career Education.)
Bishop, James
Alabama State Dept. of Education, Montgomery.
V261011L
OEG-0-72-0791
January 13, 1972–July 12, 1973

The Phoenix school district will develop and demonstrate the following components: elementary, middle school, junior high, guidance and counseling, placement, and evaluation and auditing. For the project, eight elementary, one middle school, one junior high, and one senior high school will be the project site. In Mobile County, 2,261 students will take part in the project. The Mobile project will have components in elementary, middle school, high school, guidance and counseling, and placement.

(Career Education.)
Ridle, Louis D.
Alaska State Board of Vocational Education, Juneau.
V261020L
OEG-0-72-0762
January 6, 1972–July 5, 1973

The project will establish career awareness in the elementary curriculum of the Cordova Public Schools to complete the career education sequence present in the school system, and to provide information and exploratory experiences to children so they may better choose vocational preparation programs in high school. A half-time counselor will be hired to develop and implement a career awareness curriculum in the elementary schools.

(Career Education.)
Borcher, Sid
Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.
V261046L
OEG-0-72-1216
February 21, 1972–August 20, 1973

This project will reevaluate and reorient the total guidance program in the Mesa Public Schools so that it coordinates with career education as part of the total education effort. Procedures will include conducting a needs assessment; developing appropriate materials; helping counselors cooperate with students, parents, school, and community personnel; cataloging available resources and data systems for students and educators; and conducting a counselor workshop.

(Career Education.)
Knight, Grady
Arkansas State Dept. of Education, Little Rock. Div. of Vocational Education.
V261030L
OEG-0-72-0726
January 1, 1972–June 30,1973

The project in Magnolia Public School will enable expansion into new areas and allow the strengthening of the present program to provide a fully developed, sequential K-12 career education program. Materials will be developed for grades 1-4 and tested in the classroom. A preschool workshop will be held for teachers at those grade levels. Food service, health, and medical clusters will be offered in a cooperative education program. Three additional counselors will be employed in the counseling and guidance component.

(Career Education.)
Peters, Paul N.
California State Dept. of Education, Sacramento. Career Education Task Force.
V261026L
OEG-0-72-1573
March 20, 1972–September 19, 1973

Developing and demonstrating career education components are the following project sites: Camino Union School District; Covina Valley Unified School District, K-12; Los Angeles; Monterey Peninsula Unified School District, K-14; Sacramento Unified School District, K-14; San Mateo County Department of Education, K-14; and Santa Barbara City Schools, Pre-K-14. At each site, components may include elementary, junior high, senior high, postsecondary, guidance and counseling, placement and articulation, and adult education.

(Career Education.)
Barnes, Robert F.
Colorado State Board for Community Colleges and Occupational Education, Denver.
V261004L
OEG-0-72-0780
January 11, 1972–July 10, 1973

Career education components will be developed and demonstrated in the project which will supplement and expand the school-based career education model program, "A Comprehensive Career Education Model

for the Jefferson Administrative Area." Components will include guidance and counseling, performance-based curriculum, inservice teacher education, and evaluation. The administrative staff at Red Rock Campus of the Community College of Denver will help direct and supervise the project.

(Career Education.)
Dulberg, Saul
Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.
V261036L
OEG-0-72-0763
January 7, 1972–July 6, 1973

The Norwalk Public School District will be the project site. Program components to be implemented include elementary career awareness, middle school exploration, senior high preparation, and guidance and counseling. In two elementary schools, a program of career awareness will be implemented. The middle school component will be a mixture of occupational orientation and actual hands-on work experiences in simulated occupational cluster settings. The school system, which has a large minority group population, enrolls 17,823 students, of which 5,226 will be involved in this project (1,017 elementary, 1,835 middle school, and 2,374 high school students).

(Career Education.)
Stein, Walter
Delaware State Dept. of Education, Dover. Div. of Career Education.
V261043L
OEG-0-72-1196
February 22, 1972–August 21, 1973

This career education project will involve one junior high school and two senior high schools in the Caesar Rodney School District. These schools include 1,030 students, fifty-two teachers, and three counselors at the junior high level; and 2,424 students, 127 teachers and seven counselors at the senior high school level. The project will include the following components: self-awareness, career orientation and exploration, and placement.

(Career Education.)
Morgan, Susie
District of Columbia Public Schools, Washington, D.C.
V261052L
OEG-0-72-1104
February 10, 1972–August 9, 1973

Planning and evaluation capabilities for the implementation of a high school level career development counselor and advisor program will be provided by this project. By providing supervision and ongoing evaluation, the project will ensure that the program's services are appropriately carried out. Eleven academic high schools serving more than 19,000 students in grades 10-12 will be involved.

(Career Education.)
Eaddy, Kenneth M.
Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.
V261018L
OEG-0-72-0735
January 4, 1972–July 3, 1973

Pinellas County will be the site at which career education components will be developed and demonstrated in this project. Four elementary, two junior high, two senior high, and two postsecondary schools have been identified to participate in the project. The project will include the following components: elementary, junior high school, secondary and postsecondary school, guidance and counseling, placement, and inservice training. Summer inservice will be held for junior and senior high school teachers, administrators, and supportive staff.

(Career Education.)
Bottoms, Gene
Georgia State Dept. of Instruction, Atlanta.
V261008L
OEG-0-72-0748
January 10, 1972–June 30, 1973

The city of Atlanta and the counties of Crisp and Liberty are the project sites in Georgia. In Atlanta, a model job placement service will be developed as a complement to the school-based comprehensive career education model program. The career education project model programs in Crisp and Liberty counties will include career self-awareness, elementary career awareness, junior high career orientation and exploration, secondary job preparation, guidance and counseling, interlocking, and placement components.

(Career Education.)
Kudo, Emiko
Hawaii State Dept. of Education, Honolulu.
V261045L
OEG-0-72-1192
February 16, 1972–February 15, 1973

The activities of this career education demonstration project will be localized at the University of Hawaii, with field testing at Kealakekua, Waianae, and Honolulu. The project will have three components: at the primary (K-3) and elementary (4-6) level, key concepts and activities include the developmental

nature of career guidance, provision of role models, and understanding of the world of work; at the intermediate (7-9) level, explorations into the world of work and career planning will be stressed; at the high school level, cluster and specific occupational skills training will be provided.

(Career Education.)
Latham, Janet
Idaho State Board for Vocational Education, Boise.
V261022L
OEG-0-72-0769
January 7, 1972–July 6, 1973

The Boise Independent School District will establish a comprehensive career education program in grades 1-6 with a strong guidance and counseling component. Garfield Elementary will be the project site. In the elementary component, a committee of teachers, curriculum specialists, and the project coordinator will develop a plan to refocus elementary subjects around the career awareness theme. A summer workshop will be held for counselors and teachers.

(Career Education.)
McCage, Ronald D.
Illinois State Board of Vocational Education and Rehabilitation, Springfield. Research and Development Unit.
V261034L
OEG-0-72-0925
March 1, 1972–August 31, 1973

Career education components will be developed and demonstrated by Southern Illinois University for operation in the cities of Alton and Mascoutah; by Northern Illinois University for operation in the University Laboratory School there; and by Peoria District No. 150 for operation in that district. Southern Illinois will have a K-8 elementary and junior high component and a guidance and counseling component; the Northern Illinois project will have elementary and guidance components; and Peoria District No. 150 will have secondary, guidance and counseling, and placement components.

(Career Education.)
Keiser, Jerry
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
V261042L
OEG-0-72-1193
February 14, 1972–August 15, 1973

The career education projects in both Elkhart Community Schools and New Albany Floyd County Consolidated Corporation will include components in school, guidance, and counseling and placement. In Elkhart, 3,441 students in two elementary, one junior high, and one senior high school will be the project site. In New Albany, two elementary, one junior high, and one senior high will be the project site.

(Career Education.)
Wold, Kenneth M.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
V261023L
OEG-0-72-0922
February 4, 1972–February 3, 1973

Mason City and a group of six local school districts (Davenport, South Winneshiek, Humboldt, Marshalltown, Carroll, and Sheldon) are the project sites. The project in Mason City will include components in staff inservice, guidance and counseling, community resources, information services, and student career exploration. The six districts include both urban and rural communities and 10,000 students. This project will include components in the secondary school and guidance and counseling.

(Career Education.)
Rawson, Wilbur
Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
V261010L
OEG-0-72-1102
February 9, 1972–August 10, 1973

Career education components will be developed and demonstrated in fourteen unified school districts located in six counties in northwestern Kansas. Career education activities for grades K-6 will become part of a total K-12 program for these rural schools. Exploratory activities will be of the cluster type, allowing students to investigate certain occupational areas each year. An intensive program in guidance and counseling will be developed throughout the program with special emphasis on inservice training of counselors.

(Career Education.)
McKinney, Floyd
Kentucky State Dept. of Education, Frankfort.
V261017L
OEG-0-72-0727
January 3, 1972–June 30, 1973

The Green River Region, Vocational Education Region No. 3, will be the site of the project. The region includes the counties of Daviess, Hancock, Henderson, McLean, Ohio, Union, and Webster. Sixty-five elementary schools, eight junior high schools, thirteen senior high schools, four post-secondary area vocational schools, and one

community college will take part. Components will be offered in career awareness, orientation, exploration, special occupational preparation, occupational choice, specific occupational preparation, and guidance and counseling.

(Career Education.)
O'Dowd, John E., Jr.
Louisiana State Dept. of Education, Baton Rouge.
V261029L
OEG-0-72-0725
January 1, 1972–June 30, 1973

Career education components will be developed and demonstrated in the project sites of Calcasieu Parish School Board and Lafayette Parish School Board. In urban Calcasieu Parish, the program will be implemented in five schools and will include the following components: elementary, junior high, senior high, and placement. The agricultural parish of Lafayette, with six participating schools, will have three components: elementary, guidance and counseling, and placement.

(Career Education.)
Ryan, Charles W.
Maine State Dept. of Education, Augusta.
V261040L
OEG-0-72-0775
January 24, 1972–July 23, 1973

The rural Farmington School District will implement a K-12 career education program. Included in the elementary component are comprehensive career awareness and career guidance programs. The junior high component's career exploration and guidance program will integrate career development activities into ongoing course offerings. Group guidance and work experience will be primary activities at the senior high level. A guidance and counseling component will also be implemented.

(Career Education.)
Pinson, Nancy
Maryland State Dept. of Education, Baltimore.
V261049L
OEG-0-72-1195
February 17, 1972–August 16, 1973

Career education components will be developed and demonstrated in this project which will include four elementary schools, eight junior high schools, and two senior high schools in Washington County. These schools include 1,898 students and seventy-seven teachers at the elementary level; 4,977 students, 231 teachers, and eleven counselors at the junior high level; and 2,599 students, 155 teachers and six counselors at the senior high level. The following components will be included: elementary school, cluster concept, and counseling and guidance.

(Career Education.)
Easton, Clifford W.
Massachusetts State Dept. of Education, Boston.
V261039L
OEG-0-72-4651
June 1, 1972–November 30, 1973

This project will work to develop a comprehensive career guidance model that will become a component of a larger career education program, Project CAREER, in which the K-12 instructional program will be revised. The program will be operated in Springfield, Milford, and the Blue Hills Vocational-Technical Region, thus representing the urban, the comprehensive, and the regional vocational-technical systems throughout the Commonwealth. Springfield has 17,679 elementary and 13,664 secondary students, Milford has a total of 3,500 students, and Blue Hills has 2,160 students in grades K-12.

(Career Education.)
Stearns, Karl
Michigan State Dept. of Education, Lansing.
V261041L
OEG-0-72-0749
January 20, 1972–July 19, 1973

The city of Pontiac and the University of Michigan are the project sites which will develop and demonstrate career education components. A guidance and counseling component in Pontiac will make use of computer technology to relieve counselors of the task of compiling, updating, and delivering occupational and educational information to students. The development portion of the project will be at the University of Michigan, where identification, development, and validation of inservice curricula will be performed in preservice and inservice activities.

(Career Education.)
Johnson, Melvin
Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
V261035L
OEG-0-72-1572
March 15, 1972–September 14, 1973

Eight districts will develop and test various career education components in the project. Roseville, Osseo, and Brooklyn Center Districts are in metropolitan St. Paul-Minneapolis. Plainview, Owatonna, and Red Wing are in rural, farming communities in southeastern Minnesota. Willmar and Cloquet are located, respectively, in western and northern iron mining areas of the state. Some of the schools will

develop a comprehensive career education program K-14 and adult, but a major initial thrust in each system is to develop and conduct career education programs for students in grades K-6.

(Career Education.)
Morris, James M.
Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
V261015L
OEG-0-72-0768
June 1, 1972—May 31, 1973

This project will be implemented in the cities of Amory and New Albany and in the counties of Kemper and Franklin to expand the ongoing career education programs. Each of the participating districts will include elementary, junior high, guidance and counseling, and placement components. All project components will be designed to emphasize careful measurement of student outcomes in relation to the activities attempted and to provide for appropriate program revisions.

(Career Education.)
Robinson, B. W.
Missouri State Dept. of Education, Jefferson City.
V261013L
OEG-0-72-0809
January 17, 1972—July 16, 1973

Eldon and University City are project sites for developing and demonstrating career education components. The project in the Eldon Public School District, a rural community, will include the following components: elementary school, guidance and counseling, and placement. The project in University City, a suburb adjacent to St. Louis, will include components in junior high, senior high, and guidance and counseling.

(Career Education.)
Ulmer, Benjamin A.
Montana State Dept. of Education, Helena.
V261006L
OEG-0-72-0794
February 7, 1972—August 6, 1973

A postsecondary vocational and technical center and two senior high schools in Great Falls will be the project site, along with five small high schools in the surrounding area which will cooperate in project activities. This career education project will include components in career education and job preparation, guidance and counseling, and placement. Faculty members from Montana State University will be involved in implementation.

(Career Education.)
Vanier, Byron R.
Nebraska State Dept. of Education, Lincoln.
V261012L
OEG-0-72-0803
January 14, 1972—July 13, 1973

Milford, a rural town, will develop and demonstrate career education components. The elementary component will assemble career information in grades K-6 and develop integrated curriculum packages. An exploration experiences component will consist of an occupational exploration program. A cooperative education component will help provide part-time and summer jobs. An intensive job training component will be organized around economically feasible and realistic occupational clusters. Guidance and counseling components and a placement service will be included.

(Career Education.)
Eardley, Vernon J.
Washoe County School District, Reno, Nev.
V261025L
OEG-0-72-0751
January 10, 1972—June 30, 1973

For this career education project, a complex of schools which comprise the entire Washoe County School District has been selected. Included will be thirty-seven elementary, seven junior high, and ten high schools. The project will include components in elementary, junior high, senior high, guidance and counseling, and placement. Part C funds will be used in conjunction with Part D federally-administered discretionary funds to enhance the county's ongoing exemplary career education project.

(Career Education.)
Cooper, Gloria
New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord.
V261037L
OEG-0-72-4654
June 15, 1972—June 15, 1975

Using Part C and Part D funds for the first year, this project will begin a three-year program to develop and demonstrate a K-12 career education program in Keene Union School District. Phase I will involve curriculum restructuring and inservice education; Phase II will involve implementation in schools; and Phase III will make revised and tested materials available to the Supervisory Union. The five program components are: elementary, junior high, senior high preparation, guidance and counseling, and placement service.

(Career Education.)
Margules, Morton
New Jersey State Dept. of Education, Trenton.
V261053L
OEG-0-72-0764
January 7, 1972–July 6, 1973

Newark and Woodbridge (Middlesex County) will develop and demonstrate career education projects. In Newark, a school-based career education model will have components in elementary, junior high, career resource center, placement, and guidance and counseling. In Woodbridge, a Career Resource Center will be developed and operated with the Central Jersey Industry Education Council. This site will have components in elementary, guidance and counseling, and media.

(Career Education.)
Harneson, Dick
New Mexico State Dept. of Education, Santa Fe.
V261032L
OEG-0-72-0779
January 12, 1972–July 11, 1973

An elementary career awareness program, improvement of job preparation and guidance and counseling programs, and establishment of a placement service will be accomplished in the Taos Public School District career education project. Special emphasis will be placed on the junior high level in the effort to improve guidance and counseling services. The entire school district, serving 3,060 students, will be included in the project.

(Career Education.)
Surra, John
New York State Dept. of Education, Albany.
V261054L
OEG-0-72-0736
January 6, 1972–July 5, 1973

One of the community school districts in New York City will be the project site. The elementary career awareness component will refocus subjects around a career development theme. Workshops will be conducted for teachers. The secondary-postsecondary component will provide for articulation of courses between the High School of Fashion Industries and the Fashion Institute of Technology. The guidance and counseling component will provide placement services and recommend program revisions.

(Career Education.)
Rogers, Charles H.
North Carolina State Dept. of Public Instruction, Raleigh.
V261016L
OEG-0-72-0747
January 6, 1972–July 5, 1973

Career education components will be developed and demonstrated in Caldwell County. One kindergarten, seventeen elementary schools, one middle school, and five senior high schools have been identified as the project site. The project will include the following components: career awareness (grades K-3); career information (grades 4-6); career exploration (grades 7-9); career preparation (grades 10-12); career specialization (grades 13-14); career guidance and counseling (grades K-14); and career information, placement, and followup (grades 10-14).

(Career Education.)
Lamp, Robert
North Dakota State Board for Vocational Education, Bismarck.
V261005L
OEG-0-72-1111
February 14, 1972–August 13, 1973

Three junior high schools and one senior high school in the city of Bismarck have been identified as the project site. In the guidance and counseling component, a model for an occupational resource center, provision of occupational guidance for students in grades 9-12 and dropouts, and inservice programs for local school personnel will be undertaken. A model placement service will be developed in cooperation with school counselors, the State Education Agency, and government and business agencies.

(Career Education.)
Tower, Cecil O.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
V261033L
OEG-0-72-0752
January 6, 1972–July 5, 1973

The cities of Akron, Cincinnati, Dayton, and Toledo will be the sites developing and demonstrating career education components. Components at the elementary level are designed to increase career awareness in terms of options available in the world of work. At the junior high level, components will provide career orientation and exploratory career experiences. All components will be designed to increase students' self-awareness and help develop favorable student attitudes about the personal, social, and economic significance of work. A guidance and counseling component will be present at each level, K-6, 7-8, and 9-10.

(Career Education.)
Frazier, William D.
Oklahoma State Dept. of Education, Stillwater.
V261031L
OEG-0-72-0750
January 3, 1972—June 30, 1973

The Sand Springs Public Schools project will develop and implement an elementary career awareness program, a career orientation and exploratory program for grades 7-9, and a placement service. In addition, the district will improve guidance and counseling services at all grade levels. The placement component will provide the district's curriculum committees with recommendations for improvements and revisions in the ongoing educational program.

(Career Education.)
Dunham, Dan
Oregon State Board of Education, Salem.
Div. of Career Education.
V261021L
OEG-0-72-0885
January 19, 1972—July 18, 1973

Portland School District No. 1 in Multnomah County will establish a demonstration, testing, and development site for career education. Approximately 22,062 students will be involved in the project. The program will develop an overall articulation plan for grades K-12 and improve guidance and counseling in grades 7-10. The primary focus will be on planning, development, and implementation of a career orientation and exploratory experience program at the 7-10 grade level so that students may make informed choices regarding a career cluster in grade 11.

(Career Education.)
Moody, Ferman B.
Pennsylvania Research Coordinating Unit, Harrisburg.
V261055L
OEG-0-72-0808
January 17, 1972—July 16, 1973

Meadville, Philadelphia, Ebensburg, and McKeesport will develop and demonstrate career education components. Rural Meadville will have elementary guidance and counseling, and evaluation components. Philadelphia will have field exploration, curriculum development, and guidance and counseling components. In the Borough of Ebensburg, components will be implemented in flexible scheduling, curriculum modification, and guidance and placement. McKeesport will have components in elementary, junior high, senior high, and guidance and placement.

(Career Education.)
La Ferte, Orrin
Rhode Island State Dept. of Education, Providence.
V261038L
OEG-0-72-1570
March 15, 1972—September 14, 1973

East Providence will demonstrate and develop career education components in two elementary schools and one senior high school. The elementary component will revise the curriculum to emphasize career orientation. The secondary component will continue this emphasis and stress academic subject matter which is related to individual goals. Another component will upgrade the guidance, counseling, and placement aspects. A staff training component will involve a four-week summer workshop in vocational techniques for teachers, administrators, and counselors.

(Career Education.)
Lashway, Gary J.
South Carolina State Dept. of Education, Columbia.
Office of Vocational Education.
V261009L
OEG-0-72-0802
January 14, 1972—July 13, 1973

One middle school and one senior high school in Lexington County School District No. 3, a rural district, have been identified as the site for this career development project. These schools include 900 students at the middle school level and 775 students at the senior high level. In addition, all 235 third grade students will participate in the elementary career education focus. The project will include elementary and middle school, guidance and counseling, and occupational training components.

(Career Education.)
Ziegler, Roy
South Dakota State Div. of Vocational Education, Pierre.
V261001L
OEG-0-72-1103
February 9, 1972—August 8, 1973

Sioux Falls is the project site to develop and demonstrate career education components. An elementary school component will be concerned with revising the curriculum and conducting a one-week workshop for elementary teachers. In the guidance and counseling component, a counselor will work with other counselors at all grade levels in the area of career counseling and serve as a resource person to the elementary team. In the placement component, a placement service will be established for all students.

(Career Education.)
Hudgens, Edward
Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
V261007L
OEG-0-72-0737
January 4, 1972—July 3, 1973

Memphis and Knox County are project sites to develop and demonstrate career education projects. In the Memphis City Public School District, the project will include components in elementary, guidance and counseling, intensive training, and placement. Seven elementary, three junior highs, and one senior high will be the project site. The Knox County project will include components in elementary, guidance, and career exploration. Three elementary schools and one junior high will be the project site.

(Career Education.)
Barber, Ray
Texas Education Agency, Austin.
V261028L
OEG-0-72-0728
January 4, 1972—July 3, 1973

The Texas career education project will be implemented in three sites. The Fort Worth program will include development and implementation of elementary-level career awareness, revision of middle school curriculum, job opportunities at the high school level, and placement services. In the Independent School District, the focus will be on developing and testing occupational awareness materials. In the Harlandale Independent School District in San Antonio, emphasis will be on increasing involvement with the business community and with parents.

(Career Education.)
Wasden, Jed W.
Utah State Board for Vocational Education, Salt Lake City.
V261002L
OEG-0-72-0886
January 20, 1972—July 19, 1973

The career education project will include the following components: Operation Partnership, Every Teacher a Career Educator, World of Work, Every Secondary Teacher a Career Advisor, Every Parent a Career Advisor, and a Career Guidance and Placement Center. A project director will have the responsibility of planning, organizing, controlling, and implementing the project. Nineteen elementary schools, five junior high schools, and two senior high schools in the city of Ogden have been identified as the project site.

(Career Education.)
Faulkner, Walter
Vermont State Dept. of Education, Montpelier. Div. of Vocational and Technical Education.
V261044L
OEG-0-72-0887
January 19, 1972—July 18, 1973

The Windsor Northwest School District will implement this career education demonstration, testing, and development project. The project will include components in elementary career awareness, secondary orientation and exploration, guidance and counseling, and placement. A career awareness coordinator will work with teachers and provide inservice education. Placement functions will be shared among the area center's vocational guidance coordinator, the high school principals, and the career awareness coordinator.

(Career Education.)
Jorgensen, Carl E.
Virginia State Dept. of Education, Richmond. Div. of Educational Research and Statistics.
V261056L
OEG-0-72-0819
January 18, 1972—July 17, 1973

Petersburg and Radford will develop and demonstrate career education components. The project in the Petersburg Public School District will include the following components: elementary and eighth grade services and counseling, and placement. Three elementary schools and one junior high school will be the project site. The Radford Public School District will have components in administration, career education, guidance and counseling, and third-party evaluation. One elementary school will be the project site.

(Career Education.)
Pilant, George P.
Washington Research Coordinating Unit for Vocational Education, Olympia.
V261019L
OEG-0-72-0765
January 7, 1972—July 6, 1973

Spokane School District 81, Spokane Community College District 17, and surrounding districts will implement a career education program in selected school sites at the elementary, junior high, and senior high school levels. The elementary component will include planning experiences so that regular subjects will serve as vehicles for career development whenever possible. The guidance and counseling component will be integrated at all grade levels.

(Career Education.)
Eberle, Fred W.
West Virginia State Dept. of Education, Charleston.
V261057L
OEG-0-72-0774
January 11, 1972—July 10, 1973

For this career education project, one senior high, three junior highs, fifteen elementary schools, two ungraded special education elementary schools, and one ungraded special education secondary school will be the project site. A K-6 career awareness component will revise the curriculum around a career development theme. In the grades 7-9 career orientation component, emphasis will be on group guidance activities and work opportunities. The guidance and counseling component will be incorporated into the total career education project. A placement component will also be implemented.

(Career Education.)
Krogstad, Roland J.
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
V261027L
OEG-0-72-0921
February 4, 1972—August 3, 1973

The project site for this career education project is the city of Eau Claire. Enrollment is 3,350 students in two high schools and 7,062 in grades K-8. In the junior high component, counselors will help teachers relate the curriculum to the world of work in the career orientation program. The guidance and counseling component, grades K-adult, will have school counselors providing leadership, counseling, consultation, and coordination services. A placement component will also be implemented.

(Career Education.)
Black, Fred P.
Wyoming State Dept. of Education, Cheyenne.
V261003L
OEG-0-72-0818
January 18, 1972—January 17, 1973

The career education project in the Riverton School District will include a guidance and counseling component and an audiovisual component. Central Wyoming Community College, one high school, one junior high school, and four elementary schools have been identified as the project site. A guidance counselor and an audiovisual specialist will develop audiovisual materials and programs to complement existing learning activity packets for grades K-14.

(Career Education.)
Reinhart, Richard
American Samoa Dept. of Education, Pago Pago.
V261048L
OEG-0-72-1233
February 24, 1972—February 23, 1973

Three high schools, enrolling about ,800 students, have been identified as program recipients. These schools include grades 9-12. Part C and Part D funds will be used. The guidance and counseling component will develop and implement a career education program providing career guidance which will enable students to become aware of the options open in the world of work. In the placement component, emphasis will be placed on identifying potential employers and aiding students in job placement. The secondary career awareness component will develop realistic career awareness experiences for students.

(Career Education.)
Pierce, Duane I.
Guam Dept. of Education, Agana.
V261058L
OEG-0-72-4347
June 1, 1972—May 3, 1973

Five junior high schools have been identified as the project site with approximately 1,700 ninth graders participating. The project will complement efforts being undertaken with Part D exemplary funds. The demonstration, testing, and development site will be established in a mobile career guidance laboratory to initially serve all ninth grade students on a rotating schedule. This mobile career guidance, counseling, and testing laboratory will provide meaningful career orientation and counseling help to students in order to facilitate their entry into high school occupational programs.

(Career Education.)
Sanchez, Gladys
Puerto Rico State Dept. of Education, Hato Rey.
V261050L
OEG-0-72-4349
May 15, 1972—November 14, 1973

A complex of schools enrolling about 7,325 pupils in the city of Humacao has been identified as the project site. The elementary school component will review the existing elementary school curriculum. The junior high component will use mobile units and demonstration, discussion, and counseling techniques to introduce students to the world of work. An articulated program of guidance and counseling will be carried on at all grade levels, K-12. The placement service will make extensive efforts to place students and will recommend needed revisions and improvements in the educational program.

(Career Education.)
Brandner, William
Trust Territory of the Pacific Islands Dept. of Education, Saipan.
V261047L
OEG-0-72-1571
March 15, 1972—September 14, 1972

The project will involve a career orientation program for thirty teacher trainees at the elementary school level in the city of Koror in the Palau Islands. The long-range objective of the project is to establish career education in the public and private schools in Micronesia. The program will be geared to the elementary level of career education with the purpose of instilling in teacher trainees the importance and needs of the students and knowledge of career options and opportunities.

(Career Education.)
Smith, Wilburn, Jr.
Virgin Island Government Dept. of Education,
Charlotte Amalie.
V261051L
OEG-0-72-1101
February 10, 1972—August 9, 1973

This career education project will take place in a complex of schools enrolling about 2,600 students. It includes three elementary schools and two junior high schools. Part C funds will be used in conjunction with currently available Part D exemplary funds. In the elementary and junior high school components, emphasis will be on revising the elementary and secondary curriculum to include career awareness. In the guidance and counseling component, students will receive career guidance in grades 1-9.

Comprehensive Occupational Education Program for the Elementary and Secondary School. (Continuing Project)
Garmon, Ben
Huntsville School System, Ala.
0-361-0150
OEG-0-70-5185
July 1, 1970—June 30, 1973

The purpose of the project is to implement an integrated program of occupational information, guidance, and training extending from elementary to postsecondary school. The project will involve four elementary schools, two junior high schools, one senior high school, the Huntsville Area Vocational Technical Center, and coordination with the Huntsville Model Cities Agency. Program components are occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Fairbanks North Star Borough School District Orientation-Work-Study-Placement Program. (Continuing Project)
Cleworth, Irene
Fairbanks North Star Borough School District, Alaska.
V-161-177
OEG-0-71-4776
June 30, 1971—June 30, 1974

The project will implement career awareness and orientation at elementary, junior high, and senior high school levels; promote and implement work experiences and cooperative education programs; provide specific entry-level skill training; and utilize intensive occupational guidance and counseling during the last years of high school. Program components will include occupational orientation and cooperative education.

Tucson Model Cities Exemplary Vocational Education Program. (Continuing Project)
Aguilar, Adalbert
Tucson Public Schools, Ariz.
0-361-0160
OEG-0-71-4168
June 30, 1971—June 29, 1974

Prime targets for the project are dropouts and potential dropouts. The project will utilize elements present in vocational education in the Tucson area, initiate new ones, and devise a sequence from these elements to serve students from elementary through secondary schooling. Local and state education and manpower agencies, as well as the private sector, will be involved. Emphasis will be on extensive counseling and guidance programs, hands-on experiences in vocational classes, and cooperative work experiences.

Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools, Grades 5 through 12. (Continuing Project)
Lyle, Buel R.
Arkansas State Dept. of Education, Little Rock.
0-361-0032
OEG-0-70-5189
June 30, 1970—June 30, 1973

The project will initiate a comprehensive occupational education program for grades 5-12 in eight schools, primarily in depressed areas. Elementary and middle schools will supplement present courses with occupational orientation materials and information. The senior high program includes an interdisciplinary general cooperative program, a plan for providing guidance and counseling for potential vocational students, intensive courses for seniors, and placement assistance.

Ceres Unified School District Career Education Responsive to Every Student; A K-14 Operational Model in Career Education.
Adkison, Robert
Ceres Unified School District, Calif.
V261007
OEG-0-72-4579
June 1972—May 1975

The project will provide an operational model for career education in grades K-14. The school district (grades K-12) serves 4,200 students for a rural town community of 12,000. The district is composed of one senior high school, a continuation high school, a junior high school, five elementary schools, a pre-school program, and a school for deaf and hard-of-hearing children. The program will be carried out in cooperation with Modesto Junior College. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Career Education Model, Orange County Consortium.
Sappington, Jack
Orange Unified School District, Calif.
V261006
OEG-0-72-4578
June 1972—May 1975

The project will create an action-based model that features career awareness, orientation, exploration,

and preparation that utilizes the cluster approach. The program will be articulated from the kindergarten to the community college level. In the process of development and implementation, six teams, each representative of teaching and administrative staff, will be used for curriculum, multi-media, career cluster, skill development, gaming simulation, and career guidance.

Community College Vocational Cooperative Education. (Continuing Project)
Bennett, Robert L.
San Mateo Junior Coll. District, Calif.
0-361-0069
OEG-0-71-0527
September 14, 1970–September 13, 1973

This cooperative program, coordinated by San Mateo College District and conducted in five California community colleges, will enroll approximately 1,000 students during the first year. The program will demonstrate the procedures and the effectiveness of coordinating business and industry with a community college. Alternate semester, parallel (half-day), and evening college-related programs will be implemented. Coordinated instruction will include use of television, programmed instruction, computer-assisted instruction, automated programs, and work experience.

Operation Bridge–Innovative, Comprehensive Vocational Education Program for Disadvantaged Youth. (Continuing Project)
DePetro, Henry M.
Aims Coll., Greeley, Colo.
0-361-0120
OEG-0-70-5182
July 1, 1970–September 30, 1972

A comprehensive program for disadvantaged youth, the project will employ new approaches to recruitment, guidance, and counseling. Procedures include new courses; a workshop series for elementary and secondary teachers and guidance counselors; and utilization of prominent minority group members for referring potential and actual dropouts to the college counseling staff. An area vocational school, Aims College provides and coordinates vocational education for high school students throughout the area.

Career Education. (Continuing Project)
Bonitatebus, Joseph
Bridgeport Board of Education, Conn.
0-361-0061
OEG-0-71-0679
January 1, 1971–January 21, 1974

This is a mainstream instructional program complementing and being complemented by the regular instructional programs. Students will receive occupational information and orientation at the elementary level, orientation and exploration at the middle school level, exploration at the senior high level, and upgrading and retraining at the postsecondary (continuing education) level. The career education program will be arranged in a career ladder style and will provide students with marketable skills at any level.

An Occupational-Vocational Education Model for the State of Delaware. (Continuing Project)
English, Joseph L.
Milford School District, Del.
0-361-0013
OEG-0-71-0678
October 10, 1970–September 30, 1973

The project will establish an occupational and vocational model (K-12) through the cooperative efforts of one county vocational and technical school and one school district. A comprehensive educational experience is envisioned which will produce a well-rounded individual. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Implementing a K-12 Career Development Program in the District of Columbia. (Continuing Project)
Cawein, Paul E.
District of Columbia Public Schools, Washington, D.C.
0-361-0137
OEG-0-70-4785
June 30, 1970–June 30, 1973

As part of a long-range effort to redirect the total District of Columbia school program to the career development concept, this project initiates a five-year plan to decentralize staff development and curriculum development personnel into Instructional Service Units. The program will eventually be phased in as an integral part of education for all students and will include establishment of career foundations at the elementary level; survey and exploration at the junior high level; and career exploration and preparation at the high school level. The cluster concept will be used.

A Comprehensive Vocational Education Program for Career Development in Grades K-12.
Eaddy, Kenneth M.
Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
V261004
OEG-0-72-0630
September 15, 1971–September 14, 1974

The project will develop a K-12 program around the career education theme which fuses programs and practices of vocational education with the academic curriculum, guidance programs, and community resources. School experiences directed toward career education will be informational at the elementary level, exploratory at the junior high level, and exploratory and preparational at the senior high level.

An Exemplary Model for a Total Ecological Approach to Non-Graded Vocational Programs in Separate Educational Centers. (Continuing Project)
Eaddy, Kenneth M.
Florida State Dept. of Education, Tallahassee.
0-361-0094
OEG-0-70-5180
June 30, 197u–October 30, 1973

The program will establish separate educational centers in participating counties to provide an occupationally oriented curriculum, related academic skills, intensive vocational guidance and counseling, and social motivation for disadvantaged or handicapped youths from ages thirteen through eighteen. The program is coordinated with the Model Cities program. Intensive community involvement and individualized instruction are major emphases of the program.

A Developmental Program of Occupational Education. (Continuing Project)
Smith, Joel R.
Cobb County Board of Education, Marietta, Ga.
0-361-0063
OEG-0-70-4781
June 30, 1970–June 30, 1973

The project will implement a developmental program of occupational education which fuses the more promising programs and practices of vocational education with the broader K-12 school system. The project will place special emphasis on students who are culturally, economically, or otherwise disadvantaged or handicapped. Program components will be occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Occupational Information and Guidance Service Center. (Continuing Project)
Yoon, Kenneth
Hawaii State Dept. of Education, Honolulu.
0-361-0146
OEG-0-70-4787
June 30, 1970–June 29, 1973

The program will enable establishment of an Occupational Information and Guidance Service Center which will function on a state-wide basis. The program will be coordinated with a Model Cities program. Job and occupational training opportunities will be brought to the attention of school age youths. A resource manual on occupational information will be developed and distributed to school guidance counselors and agencies. Occupational guidance workshops and summer training programs will acquaint students with the range of occupations.

Exemplary Cooperative Education Program for the Development of Occupational Skills, Work Habits, and Attitudes. (Continuing Project)
Merrill, Floyd W.
Canyon School District 139, Caldwell, Idaho.
V-161-176
OEG-0-71-3889
June 30, 1971–June 29, 1974

The project will concentrate on a career development approach for all students, including the disadvantaged, and will be conducted as an integral part of a comprehensive area vocational education program which encompasses seven communities in Southwest Idaho. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement. The Kimberly Plan will be used to integrate occupational orientation into the social studies curriculum in grades 1-6.

Bridging the Gap Between High School and the World of Work. (Continuing Project)
Dumetz, Louise P.
Chicago Board of Education, Ill. Dept. of Vocational and Practical Arts Education.
0-361-0157
OEG-0-71-1026
June 30, 1971–June 29, 1974

The program will furnish career orientation information in six career areas to students in grades K-8 in the target areas. Job entry skill training will be provided for approximately 150 students before they graduate or leave school. Potential dropouts will be eligible, as well as seniors. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement. The program will be coordinated with a Model Cities agency.

Comprehensive Career Planning System.
Bowermaster, Ralph
Rockford Board of Education, Ill.
V261002
OEG-0-72-0915
March 1972–February 1975

The program will involve career planning curriculum at the elementary level, personality and interest area exploration at the middle school level, and utilization of a comprehensive career planning resource retrieval program at the high school level. Existing state programs such as the ABLE Model Program will be used. Program components will include occupational orientation, career exploration, and use of a computerized vocational information system in grades 7-12.

Comprehensive Vocational Guidance Program for Model Cities. (Continuing Project)
Winegard, Raymond
Indianapolis Public Schools, Ind.
1-361-0165
OEG-0-71-0683
January 15, 1971—January 14, 1974

The project is a vocational guidance program coordinated with instructional and work experience activities aimed at youths in the Model Cities area. Occupational orientation will be offered in the summer and during the regular school year. Twenty recruiters from the Model Cities Projects will monitor the out-of-school phases in which unemployed dropouts will be referred to counselors in the Adult Evening Division. Inservice training will be given to guidance counselors.

Area-Wide Project for Occupational Orientation, Exploration, Counseling, Job Training, and Job Placement for Elementary and Secondary Students. (Continuing Project)
Winters, Earl E.
Pottawattamie County School System, Council Bluffs, Iowa.
0-361-0070
OEG-0-71-0676
October 1, 1970—September 30, 1973

The program will provide a model of career development activities within a single school system, including an elementary-junior high, senior high, and a postsecondary school. An area media center will compose the occupational orientation component and will house a central file of career information. Project personnel will assist in collecting, distributing, and presenting these resources. Other program components are cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

An Exemplary Program in Occupational Education in Typical Rural, Rural-Urban and Urban School Settings. (Continuing Project)
Rawson, Wilbur A.
Kansas State Dept. of Education, Topeka.
0-361-0089
OEG-0-70-5179
July 1, 1970—June 30, 1973

The program will produce model occupational education programs which can be used in rural, suburban, and urban school settings throughout the state. Kansas State University will perform certain specified functions such as inservice teacher training, teacher workshops, curriculum development, and evaluation services. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

A "Universe Model" of Occupational Education for Pikeville, Kentucky in Conjunction with the Pikeville Model Cities Program. (Continuing Project)
Jenkins, John
Eastern Kentucky Univ., Richmond.
0-361-0059
OEG-0-70-4754
June 30, 1970—June 30, 1973

The project is designed to provide occupational information, concepts of work, vocational preparation, and placement along a sequence of vocational life stages. Attitude development will be stressed in grades K-3; positive self concepts in grades 4-6; exploration of specific occupational areas in grades 7-8; and inschool preparation for clusters of related occupations combined with cooperative vocational education, and intensive training in job entry skills in grades 9-12.

An Exemplary Program for Occupational Preparation. (Continuing Project)
Young, William G.
New Orleans Public Schools, La.
0-361-0125
OEG-0-70-4783
June 30, 1970—June 30, 1973

The project will direct vocational preparation toward economically disadvantaged children. World of work materials will be used in the elementary curriculum. The middle school program will deal with occupational information and guidance. Older students and potential dropouts at this level will develop capabilities in three semi-skilled vocational training fields through courses which integrate academics with skill training. Senior highs will offer cooperative education and clerical or health occupations instruction. Evening courses, occupational guidance, and a job placement service will be available for out-of-school youth.

New Opportunities for Work (NOW). (Continuing Project)
Jordan, Kenneth C.
Lewiston Public School District, Maine.
1-361-0161
OEG-0-71-0652
October 1, 1970—October 1, 1973

The project will concentrate on a model career development approach for all elementary through high school students. Ten towns and cities in Central Maine will take part in the program. Basic program components will be an effective pupil personnel service, work experience programs, an open door policy to vocational programs, intensive skill training, and placement capabilities.

Maryland Career Development Project (K-Adult). (Continuing Project)
Carey, E. Niel
Maryland State Dept. of Education, Baltimore.
0-361-0021
OEG-0-70-0041
July 1, 1970—July 1, 1973

The career development program will operate on three main levels. Elementary activities will include work using work task simulation, gaming brochures, parents as adult role models, and field visits. A team approach will be utilized in the junior high, and industrial arts and home economics laboratories will be used. Senior high activities will include training and placement. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Project CAREER—Career Education Process for the Handicapped.
Lamo, Vincent P.
Massachusetts State Board of Education, Boston. Div. of Occupational Education.
V261011
OEG-0-72-5170
July 1, 1972—June 1974

Project CAREER will select and analyze new and emerging occupations with long-range employment possibilities; identify the skills and knowledge pertaining to those occupations and state them in behavioral terms; organize skills and concepts in a progression of prerequisites; and provide career education for the handicapped and develop supporting curriculum materials. Occupational guidance, counseling, and placement will be offered.

A Community Development Approach to Vocational and Leadership Training Using a Career Development Center. (Continuing Project)
King, Melvin H.
New Urban League of Greater Boston, Inc., Roxbury, Mass.
0-361-0068
OEG-0-70-5178
July 1, 1970—June 30, 1973

This career development program is concerned with guiding inner city youth toward vocational maturity. Elementary and secondary age students (both in and out of school) will be served in the areas of occupational information, vocational counseling, skill training, and placement across a wide range of occupations. Unique features of the program are vocational guidance and training delivered by a community agency using black role models from the community, coordination with a Model Cities project, and advocate counseling.

A Comprehensive Career Education Development Project for the School District of Muskegon and Muskegon Heights, Michigan.
Pelkey, Edward L.
Muskegon Public Schools, Mich.
V261009
OEG-0-72-5169
July 1, 1972—June 30, 1975

The project will infuse career education into the regular instructional program, grades K-12, utilizing the regular current program in occupational guidance, and reevaluate existing vocational services at the secondary level to ensure they complement the project's goals. Career awareness will be pursued in the elementary grades, exploratory and self-awareness programs in junior high, and career decision making and preparation in the high school. The occupational cluster method will be used and a strong emphasis will be placed on home and community liaison with the school.

Vocational Career Development Program. (Continuing Project)
Rochow, Robert
Northeast Oakland Vocational Center, Pontiac, Mich.
0-361-0122
OEG-0-70-5183
June 30, 1970—June 30, 1973

The program combines resources of elementary school counselors, the world of work in elementary social studies programs, coordination of existing resources in the world of work, and extensive efforts to develop positive self-concepts in students into a sequential career development program from grades K-6. Students taking part in the program will attend a Human Resources Center, scheduled for completion in 1971. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Exemplary Vocational Education Program Based on Environmental Studies (K-14). (Continuing Project)
Clark, Barbara
Environmental Science Center, Golden Valley, Minn.
1-361-0171
OEG-0-71-2396
June 1, 1971—May 31, 1974

The project will coordinate existing elements of a total vocational sequence with new ones. Facets of the program include relating awareness of the world of work to careers in environmental control, exploratory community experiences in environmental control occupations, and job entry-level skills for water pollution control technicians. Components will be occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Career Centered Curriculum for Vocational Complexes in Mississippi. (Continuing Project)
McMinn, J. H.
Mississippi State Dept. of Education, Jackson. Div. of Vocational-Technical Education.
0-361-0067
OEG-0-70-5177
July 1, 1970—June 30, 1973

The program will provide a continuum of services and instruction beginning with students learning about the world of work and ending with their satisfactory employment or postsecondary education. About seventy-five percent of the junior and senior high school enrollment of the district will be served. Project staff will provide services to elementary students and teachers via workshops, seminars, field trips, and individual counseling with teachers, students, and parents. Components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Outreach for Urban Inner City Youth. (Continuing Project)
Sheets, Donald R.
Kansas City School District, Mo.; Metropolitan Junior Coll. District, Kansas City, Mo.
1-361-0174
OEG-0-71-1389
January 1971—January 1974

The project will implement an integrated program of job information suited to students' grade levels. The project will provide an opportunity for students to participate in cooperative training programs, and will make counseling services available from the elementary through secondary levels as well as to out-of-school youth. Placement services will be furnished to students needing such assistance. The project will be located in a Model Cities neighborhood.

"The Next Step"—A Comprehensive Program in Occupational Preparation and Placement. (Continuing Project)
Korizek, William A.
Helena Public Schools, Mont.
1-361-0169
OEG-0-71-0684
November 1, 1970—October 31, 1973

The project will serve as a career development model for the state and will emphasize broadening the occupational orientation of students at the elementary, junior, and senior high level; identifying work opportunities for youth; training youths for jobs; placing students in jobs on a part-time basis prior to graduation; and assuming responsibility on the part of the schools to develop employability and to provide appropriate student placement.

Expanded Vocational Education Program for Disadvantaged Youth: Occupational Guidance K-12, Comprehensive Center for Occupational Education. (Continuing Project)
Parrish, Edwin H.
Vocational and Adult Education Services, Omaha, Nebr.
0-361-0028 (Revised)
OEG-0-71-4661
June 29, 1971—June 28, 1974

The project will develop an extensive occupational guidance program for disadvantaged youth in grades K-12 in selected schools, and will develop a comprehensive Center for Occupational Education. The center will be designed as a motivational center for high school students and young persons up to age twenty-one who reside in the area and who have not adjusted to the traditional high school programs. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Washoe County School District Sequential Approach to Vocational Education—An Exemplary Program. (Continuing Project)
Trout, Len Lawrence, Jr.
Nevada Univ., Reno. Coll. of Education.
0-361-0121
OEG-0-70-4782
Jun 30, 1970—June 30, 1973

The program seeks to provide a continuum of occupational orientation and instruction from elementary through postsecondary school. The health occupations area will be used to develop a coordinated model program using a cluster approach. The elementary program will consist of a course in the world of work in grades 5-6. Junior high will have a career exploration program and senior high will have intensive vocational counseling. The postsecondary school will have health occupations programs, increased counseling, placement services, and financial assistance programs.

Research and Development Project in Career Education.
Riesenberg, John J.
Keene Union School District, N.H.
V261037L
OEG-0-72-4654
March 1972–February 1975

A comprehensive K-12 career education program will be implemented in three phases: in Phase I, curriculum will be restructured and inservice education will be used; in Phase II, this curriculum will be implemented in the schools via pilot programs in selected classrooms; and in Phase III, the revised curriculum will be made available to all teachers and students in the Supervisory Union. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

World of Work (WOW). (Continuing Project)
Mandell, John
Contoocook Valley Regional School District, Peterborough, N.H.
0-361-0052
OEG-0-70-5191
July 1, 1970–June 30, 1973

The program will provide world of work opportunities for pre-high school students; provide occupational interest exploration opportunities for students in early high school years; develop job skills, knowledge, and attitudes; and place students in jobs throughout the high school years. Cooperation will be maintained with the Crotched Mountain Rehabilitation Center for identifying and aiding the disadvantaged and handicapped. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Career Development–A Career Education Department from Pre-School to Adult Model Program for the Asbury Park, New Jersey School District.
Benus, Kenneth M.
Asbury Park School District, N.J.
V261003
OEG-0-72-5178
June 1, 1972–May 31, 1975

The program will provide broad career orientation and self-awareness activities at the elementary level, pre-K-5, through the New Jersey Technology for Children Program. Broad career exploration and self-awareness components will be implemented in grades 6-8 through the New Jersey Introduction to Vocations Program. Senior high students will be given additional opportunities for career exploration and decision making through career counseling, full- and part-time placement, vocational education programs, and intensive skill training. Intensive guidance and counseling will be offered.

Career Development–A Pre-School to Adult Model Program for the Hackensack, New Jersey School District. (Continuing Project)
Briant, Robert A.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
0-361-0022
OEG-0-70-5188
June 30, 1970–June 30, 1973

The program will provide, from preschool to adult levels, a series of career development activities and educational experiences aimed at expanding the involvement of the student, the school, the home, and the employing community. The program will also aid students in identifying interests and developing their occupational potentials. The Career Resource Center will be used in developing career information activities, school and community relations, audiovisual productions, school and industry relations, and a career library.

Tri-Cultural Vocational Exploratory Career and Work Experience Education Program. (Continuing Project)
Gonzalez, Raymond
Bernalillo Municipal Schools, N. Mex.
0-361-0040
OEG-0-71-1025
February 16, 1971–February 15, 1974

The program will give all students in grades K-12 access to occupational orientation and exploration, cooperative education and work experience, intensive guidance and counseling, and placement in postsecondary training or in a job. The operational setting will encompass five Indian reservations and the student population will be approximately fifty percent Indian, forty percent Spanish-surnamed, and ten percent Anglo-Saxon. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Career Education Project.
Murray, John P.
Buffalo Public Schools, N.Y.
V261012
OEG-0-72-5148
June 30, 1972–June 29, 1975

The project is designed to establish a Career Education Resource Center at three junior high and middle

schools, each of which serves three feeder elementary schools. At age nine, students should understand the concept of work; by age twelve, they should be familiar with the broad families of occupations; and by age fifteen, they should be able to assess their own respective potentials and participate in making informed decisions regarding immediate education and occupational goals. New programs established and implemented through the project will articulate occupational training and cooperative education into existing programs.

Guided Occupational Orientation-Training and Job Placement. (Continuing Project)
Lang, Hans H.
Syracuse City School District, N.Y.
0-361-0143
OEG-0-71-1028
February 1, 1971—January 31, 1974

The project is designed to modify a school system so the resulting program will recognize occupational information and skill attainment as components of learning stages and exercises from preschool and kindergarten upward. Orientation will begin with primary education and continue through fourth grade. In fifth grade, guided occupational orientation and skill training will begin and continue through eighth grade or age sixteen. At this point, counseling and cooperative education begin.

The Implementation of a Comprehensive Occupational Education Program in a Rural School System. (Continuing Project)
Carroll, Riley O.
Wake County Schools, Raleigh, N.C.
0-361-0133
OEG-0-70-4786
June 30, 1970—June 30, 1973

Three schools in a rural educational system (an elementary, middle, and high school) will participate in the project to demonstrate an articulated, continuous instructional program in vocational guidance, orientation, and instruction. An Occupational Resources Center will be established for the middle grades. Intensive training will be initiated through a vestibule program in junior and senior high schools. Inservice training will be continued throughout the program.

A Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work. (Continuing Project)
Selland, Larry G.
North Dakota State Board for Vocational Education, Bismarck.
0-361-0047
OEG-0-70-4752
June 30, 1970—June 30, 1973

The program will be initiated in a single operational setting to be used as a demonstration for ultimate state-wide implementation. Workshops will develop occupational orientation guidelines for elementary and secondary school activities which will be disseminated by area consultants. Inservice training and exploratory work experiences will be part of the program. Training programs will be limited to the larger towns where adequate facilities and cooperative training stations exist.

Developmental Vocational Education Project. (Continuing Project)
Sims, William
Cleveland Board of Education, Ohio.
0-361-0154
OEG-0-71-0585
September 1, 1970—August 31, 1973

This career development project will use a pyramid approach in which a broad informational-orientation approach at the elementary level will move to an orientation-exploratory approach at the junior high level and on to an exploratory-preparational approach at the senior high level. Cooperation with local manpower agencies will be promoted by students' visits to company work sites and actual work experience. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

An Exemplary Comprehensive Occupational Orientation Vocational Education Program for Selected Oklahoma Schools. (Continuing Project)
Dreesen, Ralph
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
0-361-0123
OEG-0-71-0530
August 26, 1970—August 25, 1973

This career guidance program will provide vocational orientation in the elementary and junior high schools, tenth grade cluster skill training, eleventh and twelfth grade cooperative training for disadvantaged students, and intensive skill training for seniors and dropouts. The program will operate in selected Tulsa public schools (five elementary and two junior highs which feed into one selected inner-city high school). Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Project VIGOR. (Continuing Project)
McCaleb, Omer K.
David Douglas School District 40, Portland, Oreg.
0-361-0055
OEG-0-70-5187
July 1, 1970—June 30, 1973

The project is aimed at area-wide implementation of vocational orientation, guidance, work experiences, and placement from grades 1-14. Inservice training will be provided for teachers; and business, industry, civic, education, and government representatives will be involved. Components include vocational orientation, vocational exploration, vocational guidance, vocational relevance of general curriculum, clusters of job families for vocational curriculum, work experience, program articulation, and program evaluation and followup.

Selected Functional Components of a Vocational Education Counseling System for Urban Youth. (Continuing Project)
Lamping, Robert G.
Pittsburgh Public Schools, Pa. Occupational, Vocational, and Technical Div.
0-361-0149
OEG-0-70-5184
July 1, 1970—January 31, 1972

The program will extend the counseling system presently operating in the Pittsburgh area to elementary, junior high, and secondary schools in the Model Cities areas. The purpose is to provide occupational information, guidance, and counseling at three specific levels: career orientation in elementary school; cooperative work experience programs for high school students enrolled in skill-centered courses; and placement for high school graduates. Counseling services will also be provided for students not enrolled in vocational courses.

A Human Resources Career Development Model for Pawtucket, Rhode Island in conjunction with the Pawtucket Model Cities Agency. (Continuing Project)
Melucci, Edward M. J.
Pawtucket School System, R.I.
0-361-0155
OEG-0-71-1912
March 1, 1971—February 28, 1974

General curriculum features of the project are a broadly based occupational orientation at the elementary level, occupational exploration at the middle school level, and specific (including cooperative and intensive training) programs at the senior high level. Guidance will be available at all grade levels and a placement director will serve the high school students. Components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Exemplary Project in Career Education in South Carolina Region V. (Continuing Project)
Brown, Stuart R.
Educational Services Center Region 5, Lancaster, S.C.
0-361-0006
OEG-0-70-5192
June 30, 1970—June 30, 1973

This career guidance program utilizes the model established at Wayne State University and the Detroit, Michigan City Schools. Some specific activities will be counseling; dissemination of information through individual classes; use of field trips and speakers; meetings with parent groups, community agencies and neighborhood organizations; and provision of consultative services. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance. The project will operate in four districts.

K through 12 Project of Career Development Occupational Counseling, and Bridging the Gap between School and Work. (Continuing Project)
Stone, Thomas C.
Southern State Coll., Springfield, S. Dak.
0-361-0159
OEG-0-71-0526
September 14, 1970—September 13, 1973

The program is designed to include all students of public and private schools within the Watertown District in a career education awareness program. The program will include integrating occupational information into the elementary curriculum (K-6); implementing programs of occupational information, orientation, and exploration into the secondary curriculum (7-12); identifying disadvantaged and handicapped students and a program of cooperative education designed for them; and offering an intensive occupational counseling and vocational education program for those leaving school who have not been previously enrolled in vocational education.

Project SPAN—An Accelerated Project for a Systems Program Approaching Non-Unemployment of Vocational Students. (Continuing Project)
Hugueley, James E.
Northside High School, Memphis, Tenn.
0-361-0115
OEG-0-70-5181
June 30, 1970—June 30, 1973

This K-14 career awareness project will utilize educational television for delivery of vocational orientation programs, develop a computer system approach to job placement, redirect industrial arts and home economics to provide occupational orientation, and develop a "quick shot" occupational skills program leading to employment for potential dropouts. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Vocational Opportunities Integrated in Current Education (VOICE). (Continuing Project)
Antu, Louis U.
San Antonio Independent School District, Area III, San Antonio, Tex.
0-361-0158
OEG-0-71-0586
August 26, 1970—August 25, 1973

The program is a cooperative effort between the school district and community resources to establish a guidance and counseling program for young people. The impact of the project will be in the Model Cities neighborhood areas. The major focus is to provide in-school and community-based guidance and counseling services at the elementary school level. In junior high, the effort will be made to develop curricula which relate occupational education to standard academic subjects. The ongoing bilingual vocational office education program will be provided during summer months or after school hours.

Diversified-Satellite Occupations Program. (Continuing Project)
Call, John Reed
Granite School District, Salt Lake City, Utah.
0-361-0056
OEG-0-70-5176
July 1, 1970—June 30, 1973

The project involves several aspects and combinations of occupational guidance and work experiences with chief emphasis on individualized instruction. The project also emphasizes occupational guidance, work experience, and programs for bilingual, bicultural, and handicapped students. Initially, four schools will be used for classrooms and shops or labs during the day, and all high schools in the district will be used for extended school day classes. The Diversified-Satellite Occupations Program will maintain a program of activities.

Integrated Vocational Education Program. (Continuing Project)
McNutt, Lawrence
Franklin Northeast Supervisory Union, Richford, Vt.
1-361-0172
OEG-0-71-2394
March 1, 1971—February 28, 1974

The program will conduct an integrated vocational education program in a rural area of Vermont presently not served by an area vocational center. Occupational orientation, exploration, and vocational education will be integrated into subjects in grades K-12. Cooperative work experience and the lease or purchase of one to four business enterprises will provide practical experiences in the world of work to students. Job placement responsibility will be assumed by the staff. Dropouts will be specifically identified and causes for their leaving school will be sought in order to plan preventive and remedial programs.

Dilenowisco Four I's Project (Intervention Introduction Investigation Involvement). (Continuing Project)
Coxton, Benny
Dilenowisco Educational Cooperative, Wise, Va.
0-361-0050
OEG-0-70-4753
June 30, 1970—June 30, 1973

Objectives are designed to intervene in the lives of youngsters who are potential dropouts by introducing them to a broad range of occupational areas and by enabling them to become involved in actual work and learning experiences. Current information on some 200 occupations available in the area will be presented. Students will be transported to a county vocational school for prevocational skill training. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Central Area Schools Occupational Development Program. (Continuing Project)
Hunter, Richard C.
Seattle Public Schools, Wash.
0-361-0168
OEG-0-71-1171
December 15, 1970—December 14, 1973

The project plan is to establish an occupational development program extending from fifth through twelfth grades so that every student will complete high school with a marketable skill. A curriculum development specialist will design curriculum supplements in all skill areas to ensure such employability. The high school involved will operate on two campuses, with one being designated as the center for science and technology. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. (Continuing Project)
Holstein, Herbert
Lincoln County Schools, Hamlin, W. Va.
0-361-0170
OEG-0-71-0682
January 1, 1971—December 31, 1973

The project will supplement an expanded program of vocational education being planned for an area

vocational facility to begin in Lincoln County in the summer of 1971. A total concept of occupational education beginning in grade 1 with career awareness through skill development and job placement in grade 12 will be implemented. Academic and vocational education aspects will be blended into the curriculum at all grade levels. Concentrated inservice training will be provided. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Articulation of Occupational Orientation Education, and Placement in Private and Public Elementary, Secondary and Postsecondary Schools. (Continuing Project)
Bingner, Charles
Wisconsin State Board of Vocational, Technical, and Adult Education District II, Sheboygan.
1-361-0166
OEG-0-71-1027
February 26, 1971–February 25, 1974

The program will provide an articulated K-14 occupational orientation, education, and placement in elementary, secondary, and postsecondary schools, respectively. The first year operational setting will include sixteen elementary schools, three junior high schools, and two senior high schools. A career guidance mobile unit will be used by all grade levels and a K-14 curriculum in occupational orientation will be established. Junior high counselors will take part in a special summer orientation program on vocational curriculum and job openings.

The Development and Demonstration of a Functional Model System of Occupational Education for Wyoming Public Education K-14. (Continuing Project)
Sizemore, Paul
Wyoming State Dept. of Education, Cheyenne. Div. of Vocational-Technical Education.
0-361-0023
OEG-0-71-0579
August 26, 1970–August 25, 1973

Development of curriculum, instructional materials, and teaching procedures; inservice training; and implementation of a functional occupational education program model will be provided in the program in a location which has an established K-14 curriculum. Wyoming Occupational Resource Kits will be developed to supply information on jobs to students. Emphasis will be on individualized instruction and an interdisciplinary multimedia approach. Cooperating in the project will be the State Department of Education, Central Wyoming Community College, and School District Number 25 at Riverton, Wyoming.

Research and Development Project in Career Education.
Reinhart, Richard
American Samoa Dept. of Education, Pago Pago.
V261048L
OEG-0-72-1233
February 24, 1972–February 23, 1975

The project will develop and implement a career guidance program to enable students to become aware of the options open to them in the world of work and to make a job placement service available to them. Three high schools with a student enrollment of 1,800 will participate in the program. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Building Maintenance and Repairs–Pre-Vocational
Ball, Robert
George Washington Junior High School, Agana, Guam.
V161178
OEG-0-72-0640
January 3, 1972–January 2, 1975

The project will design a pre-vocational course especially suited to the educational needs and interests of over-age junior high school boys. The students will have an opportunity to participate in building maintenance and repair courses which will prepare them for a semi-skilled trade position. Participants will attend academic classes in the morning and vocational classes in the afternoon. The Guam Industrial Education Association, the associate superintendent of building and grounds, and the Guam Vocational and Technical School principal will serve in an advisory capacity.

Carolina School District Sequential Approach to Career Orientation and Preparation. (Continuing Project)
Sanchez, Gladys
Puerto Rico State Dept. of Education, Hato Rey.
0-361-0164
OEG-0-71-0654
October 1, 1970–September 30, 1973

The program will provide young people with school and work experiences which will enable them to adapt to the rapid economic growth of the Commonwealth. Fifth graders will be exposed to the world of work and emphasis in junior high will be on construction and manufacturing fields. In senior high, emphasis will be on counseling and guidance. Students will be taught entry-level job skills. Other components of the program will include a bilingual business occupations curriculum, a basic culinary arts program, use of cooperative programs, and services of a placement team.

Research and Development Project in Career Education.
Sanchez, Gladys
Puerto Rico State Dept. of Education, Hato Rey.
V261050L
OEG-0-72-4349
May 1972–November 1973

The career education project will take place in Humacao, an urban area of 35,655 persons which is becoming more urban and industrial and less agricultural and rural. A career awareness coordinator will coordinate project efforts at the elementary school level. Elementary subjects will be reorganized around a career development theme. At the junior high level, students will have opportunity for career orientation and exploration activities. The program will be based on systems concepts, define guidance criteria in terms of behavioral objectives, and provide for corrective feedback based on evaluation of program achievements. A placement service will be established.

Research and Development Project in Career Education.
Smith, Wilburn
Virgin Islands Government Dept. of Education, Charlotte Amalie.
V261051L
OEG-0-72-1101
February 10, 1972–August 9, 1973

The program will develop in elementary students an awareness of the broad range of career opportunities available and increase both the awareness of opportunities for vocational education and the range of career orientation experiences at the junior high level. A complex of island schools, serving 2,600 students, will be the project site.

Objectives, Content and Education of TV Career Awareness Program for 3-6 Year Olds.
Barlow, Melvin
California Univ., Los Angeles. Div. of Vocational Education.
V257013
OEG-0-72-4842
June 26, 1972—June 25, 1973

A series of sixteen four- to five-minute films directed toward career awareness will be prepared and evaluated in this study. The initial film will explore the general concept of the world of work and the remaining films will feature job clusters in the occupational field. The objectives of the project include developing in children ages three to six an awareness of future job opportunities, enlarging their vocational self-concept to help the children see themselves in a variety of occupations, and developing the work ethic within the children.

Curriculum for Career Awareness for Children's Television Program.
Sloan, Alan
Sutherland Learning Associates, Inc., Los Angeles, Calif.
V257004
OEG-0-72-5231
June 28, 1972—July 31, 1973

The project will develop a series of sixteen animated films, two and one-half to three minutes each, on career awareness for children to be used as an integral part of the Captain Kangaroo network television program in February through March 1973. The first film will explore the general concept of the world of work geared to children ages three through six in learning the diversities that exist in career opportunities. The remaining films will focus on one cluster each in the curriculum for the career awareness concept. The films will be written and produced to meet the standards of the CBS network in portraying the subject content and behavior objectives specified by the panel of experts, and assembled by the Career Education Management Center.

Career Education Curriculum Development for Orientation and Exploration (Grades 7-8/9) and Career Education Curriculum Development for Awareness (Grades K-6).
Dunn, James A.
American Institutes for Research, Palo Alto, Calif. Center for Research and Evaluation in the Application of Technology in Education.
V257021
OEC-0-72-4625
June 15, 1972—July 31, 1974

The goal of this project is to restructure the elementary school curriculum to increase students' (1) knowledge of occupations, careers, and vocational options; (2) knowledge of themselves, their interests, abilities, and values; and (3) judgment and decision-making skill with regard to career goal formulation and occupational aspirations. This restructuring will be undertaken cooperatively by task forces of teachers, vocational educators, representatives from business and industry, curriculum and learning specialists, school administrators, and university personnel. Specific objectives are to develop, evaluate, and disseminate career education curriculum guides for grades K-6, simple modules to show ways to implement career education in classroom instruction, and a comprehensive K-6 career education instructional system.

State Vocational-Technical Education Curriculum Laboratory Grant.
Weagraff, Patrick
California State Dept. of Education, Sacramento. Div. of Vocational Education.
V257023
OEG-0-72-4686
June 30, 1972—October 30, 1973

The purposes of this project are to (1) improve the Curriculum Laboratory's state-wide capability to develop and disseminate curriculum; (2) place greater emphasis on the career education concept in terms of curriculum development and dissemination; (3) initiate discussion with the neighboring states in an effort to regionalize curriculum development and dissemination; and (4) provide an organizational and operational structure through which needed instructional materials can be identified, secured, developed, and disseminated.

A Proposal to Support an Education Commission of the States Task Force on Consumer Education.
Pierce, Wendell H.
Education Commission of the States, Denver, Colo.
V267016
OEG-0-72-4841
June 15, 1972—June 14, 1973

This project will establish a task force of approximately ten members representing education, business, industry, and government to study the relationship of state-wide legislation on the implementation of consumer education and schools. The task force will focus first on a general study of consumer education in all states and second on a more specific survey of consumer education in four states. The project will look at Illinois and Hawaii, which have implemented consumer education because of mandated legislation, and then will study Ohio and New Jersey as states which have consumer education

without mandated legislation. Recommendations and model legislation will then be disseminated to all state governors and legislative leadership groups.

Training Institutes for Curriculum Personnel Development.
Larson, Milton E.
Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
V257015
OEG-0-72-5183
June 30, 1972–June 29, 1973

The purpose of this proposal is to provide effective inservice training and an intensive series of three workshops for curriculum specialists and those who administer and supervise curriculum development projects. The workshops will update those persons' knowledge of modern methods and recent innovations in the total curriculum development process and will emphasize performance-based analysis of curriculum design, performance goal design, and validation techniques.

Business Ownership Curriculum Project for the Prevocational and Exploratory Level (Grades 7-9).
Byrnside, O. J., Jr.
National Business Education Association, Washington, D.C.
V257012
OEG-0-72-4848
June 1, 1972–November 30, 1974

This project will seek to develop the curriculum enrichment of business ownership for students in grades 7-9 including the disadvantaged, gifted, and members of minority groups. The objectives of the project are to (1) determine the state of the art of curriculum development in this field, (2) convert findings into educational objectives and instructional units, (3) test units in pilot schools to evaluate and revise materials, and (4) disseminate findings. Washington, D.C. will be invited to be one of two pilot schools to involve a large number of black students and teachers in an effort to promote minority business enterprise.

Curriculum Modules for Child Care/Development Occupations.
Rose, Irene
Atlanta Public Schools, Ga.
V157014
OEG-0-71-4431
June 30, 1972–December 31, 1973

The major objective of this continuation project is to develop additional curriculum modules for child care and development occupations to be used in training programs on the secondary, postsecondary, and adult levels. The modules will be competency-based and designed in separate self-contained units to allow students to enter at their levels of competency and progress at their own rates. Each module will contain components for the entry-level worker (an aide) and for the more advanced worker (an assistant). Modules in the specialized areas such as foster parents, recreation cottage parents, infant care, and exceptional children will be developed.

Career Education Curriculum Development for Awareness (Grades K-6).
Peterson, Marla
Eastern Illinois Univ., Charleston. Center for Educational Studies.
V257019
OEG-0-72-4626
June 30, 1972–June 30, 1974

Objectives of the project are to develop, evaluate, and disseminate (1) career education curriculum guides that are applicable to any school with grade levels functionally equivalent to K-6 and which result in the integration of positive values and attitudes toward work, self-awareness, development of decision-making skills, and awareness of occupational opportunities; (2) sample learning modules or units in K-6 career education curriculum guides which coordinate academic and occupational concepts utilizing multi-media instructional tools; and (3) the design of the K-6 career education instructional system which may serve as an alternative to present career education instructional systems.

National Concrete Technology Curriculum Development Program, Phase III.
Brown, J. R. D.
Portland Cement Association, Skokie, Ill.
V257997
OEG-0-72-1500
March 15, 1972–March 14, 1973

The purposes of this three-year project are to design a curriculum and prepare all instructional aids such as lesson outlines, visual aids, laboratory manuals, and text materials for five courses (Phase I); field test the curriculum materials in selected schools (Phase II); and rewrite, edit, and complete the curriculum materials (Phase III).

State Vocational-Technical Education Curriculum Laboratory Grant.
Reynolds, William E.
Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

V257026
OEG-0-72-4684
June 30, 1972–October 10, 1973

The purposes of this project are to (1) improve the Curriculum Laboratory's state-wide capability to develop and disseminate curriculum; (2) place greater emphasis on the career education concept in terms of curriculum development and dissemination; (3) initiate discussion with the neighboring states in an effort to regionalize curriculum development and dissemination; and (4) provide an organizational and operational structure through which needed instructional materials can be identified, secured, developed, and disseminated.

State Vocational-Technical Education Curriculum Laboratory Grant.
Bruce, Herbert
Kentucky Univ., Lexington. Instructional Materials Lab.
V257025
OEG-0-72-4683
June 30, 1972–October 30, 1973

The purposes of this project are to (1) improve the Curriculum Laboratory's state-wide capability to develop and disseminate curriculum; (2) place greater emphasis on the career education concept in terms of curriculum development and dissemination; (3) initiate discussion with the neighboring states in an effort to regionalize curriculum development and dissemination; and (4) provide an organizational and operational structure through which needed instructional materials can be identified, secured, developed, and disseminated.

Development of Comprehensive Career Education Curriculum Guidelines for Recreation, Hospitality and Tourism Occupations Cluster.
Verhoven, Peter J.
Kentucky Research Foundation, Lexington.
V157015
OEG-0-71-4459
June 30, 1972–November 31, 1972

The purpose of this project is to develop model implementation of the recreational, hospitality, and tourism (RHT) career family curriculum guidelines previously developed under this grant. The guidelines, containing information on the parameters of the field, the curriculum theory upon which the RHT career education programs are based, and subject matter, will be printed and made available through the Government Printing Office.

Career Education for Gifted and Talented Students: Guidelines for Curriculum Development.
Hoyt, Kenneth B.
Maryland Univ., College Park. Coll. of Education.
V257011
OEG-0-72-4843
June 15, 1972–June 14, 1973

This project proposes to conduct a national invitation seminar on career education for gifted and talented students to discuss concepts and formulate topic areas for further study. Selected national leaders in seven specified areas of education will participate in the seminar and will prepare papers on the assigned topic areas. These papers will be revised at a second seminar and compiled into a book, *Career Education for Gifted and Talented Students: Guidelines for Curriculum Development.*

Development of a Pilot Career Cluster Curriculum for all Students in a College Preparatory Oriented High School.
Carricato, Frank
Montgomery County Public Schools, Rockville, Md.
V257029
OEG-0-72-4844
June 30, 1972–June 30, 1973

This project will expand and refine the present first stage of development of a nine-week mini-course curriculum implemented at Winston Churchill High School. A specific goal is to provide intern opportunities within at least one cluster area, communication and media, during the first half of the project and with other selected clusters during the second half. The releasing of certain staff members for career counseling assignments and related curriculum development activities will also be a key component of the project.

Development and Evaluation of Educational Programs in Electro-Mechanical Technology.
Hozid, Joseph
Technical Education Research Center, Cambridge, Mass.
V257999
OEG-7-8-000219-0057
September 1, 1971–August 31, 1972

The purpose of this ongoing project is to help plan and implement interdisciplinary technician education programs in electro-mechanical technology at the postsecondary level. Activities will include publishing instructional materials, completing an administrators' planning guide and a staff training guide, disseminating materials, and writing a final report. This research and curriculum development project will be implemented in close cooperation with twenty-one community and junior colleges, technical institutes, and other educational institutions in twelve states.

Development and Evaluation of Educational Programs in Bio-Medical Equipment Technology, Phase III.
Hozid, Joseph
Technical Educatic Research Center, Cambridge, Mass.
V257998
OEG-0-8-000973-1873
September 1, 1971—August 31, 1972

The purpose of the ongoing project is to help plan, evaluate, and implement technician education programs in bio-medical equipment technology (BMET) at the postsecondary level. Activities will include testing and publishing instructional materials and program planning materials needed by (1) the seventy schools operating and planning BMET programs in cooperation with the BMET project, and (2) other schools which may be interested in establishing BMET programs. This research and curriculum development project will be implemented in close cooperation with approximately seventy community and junior colleges, technical institutes, and other educational institutions in twenty-eight states.

Development of a Prototype Information System Reviewing Alternatives in Vocational Education and Training in Correctional Institutions.
Freschet, Ferucio
New England Resource Center for Occupational Education, Newton, Mass.
V275007
OEG-0-72-4371
May 1, 1972—April 30, 1973

The Far West Laboratory for Educational Research and Development and the New England Resource Center propose a joint effort to aid in self-renewal of individuals in correctional institutions in the area of vocational education training. The project will use a comprehensive state-of-the-art analysis of materials, research, and existing literature to produce a prototype information system that will review successful and innovative vocational programs that can be implemented in any correctional institution.

Metrication of Technical Career Education.
Feirer, John L.
Western Michigan Univ., Kalamazoo. Dept. of Industrial Education.
V2570006
OEG-0-72-1868
June 30, 1972—June 29, 1975

This project is designed to provide teacher educators and, consequently, teachers with training in metric measurements systems and the utilization of metric-geared equipment. The specific objectives are to (1) study the economic implications involved in the United States moving to the metric system, (2) evaluate the changeover to the metric system in other countries and how it has affected technical education, (3) analyze selected occupations in technical areas to determine what necessary measuring abilities and competencies would be affected by the changeover, and (4) recommend changes in career education needed to convert to the metric measurement system.

State Vocational-Technical Education Curriculum Laboratory Grant.
Wall, James E.
Mississippi State Univ., State College.
V257022
OEG-0-72-4685
June 30, 1972—October 29, 1973

The purposes of this project are to (1) improve the Curriculum Laboratory's state-wide capability to develop and disseminate curriculum; (2) place greater emphasis on the career education concept in terms of curriculum development and dissemination; (3) initiate discussion with the neighboring states in an effort to regionalize curriculum development and dissemination; and (4) provide an organizational and operational structure through which needed instructional materials can be identified, secured, developed, and disseminated.

Employability Skills for Disadvantaged Adults.
Adkins, Winthrop R.
Columbia Univ., New York, N.Y. Teachers College.
V224073
OEG-0-71-4383
June 30, 1971—June 30, 1973

This is the third year of a three-year project previously supported by other funding sources. Specific objectives for the year include installing in adult learning centers, testing, and revising ten previously developed multimedia units for training disadvantaged adults in choosing, finding, obtaining, and holding a job; developing a Life Skills Educator Training Program designed to equip teachers and counselors in adult learning centers with essential skills for carrying out the employability skills program; and conducting a workshop for adult educators to acquaint them with the life skills program.

World of Work Economic Education: A Key to Career Education in the Secondary Schools.
Fersh, George L.
Joint Council on Economic Education, New York, N.Y.
V257009
OEG-0-72-4619
June 19, 1972—July 31, 1974

The objectives of this project are to (1) familiarize strategic school personnel throughout the nation with the world of work economic education program in order to facilitate the inclusion of economic education as an integral part of career education in school systems; (2) provide selected teachers with in-depth training to administer school-wide the world of work economic education program; and (3) provide communications services and materials for strengthening the economics of career education programs. Procedures will include conducting one-day conferences, three-day regional institutes, and three-week national workshops to provide leadership training and follow-up services.

Conference for Synthesizing Information on Career Education Programs.
Morgan, Robert L.
North Carolina State Univ., Raleigh. Center for Occupational Education.
V257005
OEG-0-72-4346
February 27, 1972–September 15, 1972

The purpose of this project is to reconvene the members of an onsite visitation team to synthesize what they determine are the effective components of forty-one ongoing projects in career education. The conference will produce a set of guidelines to be used in the implementation of career education programs. The document produced by the conference will be widely disseminated by USOE and the Center for Occupational Education.

Development of Teaching Curriculum Modules in Consumer Education.
Murphy, Patricia D.
North Dakota State Univ., Fargo. Coll. of Home Economics.
V257020
OEG-0-72-4678
June 15, 1972–December 14, 1973

The purpose of the project is to develop a flexible consumer education curriculum that can be adapted to serve all publics regardless of age, social and economic level, or cultural background. Existing consumer education curriculum materials will be identified, and an estimated twenty-four to thirty teaching modules will be developed, field tested, and evaluated with respect to the feasibility of using them to serve youth, including grades 9-14, and adults, with special emphasis on the elderly. The developed modules will be printed and disseminated to the consumer education community, including school systems, for use nation-wide.

Curriculum Development Basic to the Training of Individuals for Employment in Agri-Business, Natural Resources, and Environmental Protection.
Roediger, Rodger D.
Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.
V257018
OEC-0-72-4677
June 30, 1972–December 30, 1973

The project will develop and validate curriculum guides in career education in agribusiness, natural resources, and environmental protection. The career guides will be used to initiate leadership in integrating agricultural occupations into the career education curriculum of the public schools. The specific objectives are to identify the major agribusiness, natural resources, and environmental protection occupational categories to determine the state of the art in curriculum development in the various categories, and develop, validate, and disseminate curriculum guides for inclusion in career education programs in agribusiness, natural resources, and environmental protection for grades K-12.

A Model for Acquisition and Selection of Career Education Instructional Materials.
Magisos, Joel H.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
V257014
OEG-0-72-4840
June 26, 1972–June 25, 1973

The purposes of this project are to test the effectiveness of an intensive acquisition effort in one region of the nation and to develop selection criteria, indexing strategy, and abstract formats congruent with user needs. The specific objectives are to (1) acquire career education instructional materials from state and local sources in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont; (2) improve selection and description techniques by establishing criteria to ensure appropriate input to the information system based on user needs and by developing indexing strategies to permit retrieval on the basis of potential use; and (3) develop abstract formats to facilitate user selection of materials.

State Legislation for Vocational-Technical, Adult, Manpower, and Career Education: Curriculum and Program Implications.
Shoemaker, Byrl
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
V257017

OEG-0-72-4846
June 30, 1972–March 30, 1973

The objectives of this project include (1) determining the feasibility of a comprehensive study of state legislation in the areas of adult, vocational, technical, manpower, and career education and the implications for curriculum and program development; (2) obtaining information from a representative sampling of five states concerning the state legislation and the educational areas listed above; and (3) beginning a determination of a model of state legislation in the indicated areas to enhance the states' ability to effectively utilize all available funds and resources for adult, vocational, technical, manpower, and career education programs.

State Vocational-Technical Education Curriculum Laboratory Grant.
Meek, Ronald
Oklahoma State Board for Vocational and Technical Education, Stillwater.
V257024
OEG-0-72-4682
June 30, 1972–October 30, 1973

The purposes of this project are to (1) improve the Curriculum Laboratory's state-wide capability to develop and disseminate curriculum; (2) place greater emphasis on the career education concept in terms of curriculum development and dissemination; (3) initiate discussion with the neighboring states in an effort to regionalize curriculum development and dissemination; and (4) provide an organizational and operational structure through which needed instructional materials can be identified, secured, developed, and disseminated.

State-of-the-Art Paper on Curriculum Development for Occupational Education of Indians.
Town, Douglas
Northwest Regional Educational Lab., Portland, Oreg.
V257008
OEG-0-72-4464
June 1, 1972–May 31, 1973

The Northwest Indian Council on Education in cooperation with Northwest Regional Educational Laboratory will conduct a state-of-the-art study on the subject of curriculum development for occupational education of Indians. The purpose of the project is to provide policy suggestions for the consideration of the curriculum center and summarize the existing information on curriculum development and occupational education as it applies to Indians. Procedures will include canvassing existing occupational education programs and submitting policy papers suggesting alternatives.

A National State of the Art Study of Curriculum Instructional Materials for Distributive Education.
Hirshfeld, Marvin
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
V257010
OEG-0-72-4839
June 26, 1972–June 25, 1973

This project will research all publication materials and aids for secondary and postsecondary distributive education. An annotated list including content, form, cost, and extent of validation of the materials will be prepared and made available to teachers, USOE, ERIC, state departments of education, and others interested in distributive occupations.

The Development of Guidelines for Industrial Arts in Career Education Implications for Curriculum Development.
Lockette, Rutherford E.
Pittsburgh Univ., Pa. Dept. of Vocational Education.
V257028
OEG-0-72-4505
September 1, 1972–August 30, 1973

The objectives of the project are to develop guidelines for assessing and developing an industrial arts curriculum design to implement the career education thrust and to develop an operational understanding of the relationships among the industrial arts and other organized bodies of knowledge. Preliminary guidelines will be presented for review to industrial arts personnel attending the AIAA and EBE conferences. Based on their suggestions, guidelines will be revised and then prepared to assist industrial arts educators and administrators in redirecting existing or developing new curricula.

Developing Career Awareness for Spanish Surnamed People.
Swartz, Phillip R.
Central Texas Coll., Killeen.
V257003
OEG-0-72-1869
April 1, 1972–June 30, 1973

The primary objective of this project is to develop a pilot demonstration to familiarize Spanish-surnamed students who use English as a second language, and their teachers, with new concepts in career education by using television and computer assisted instruction (CAI) techniques. The demonstration package will include a prototype of five sixty-minute instructional periods with the television and CAI segments. The evaluation will include disadvantaged and ethnic minorities in designated model city areas of Austin, Texas.

FISCAL YEAR 1973

SUMMARY

Part C. Research

For the second consecutive year, the Part C appropriation was awarded to the State Boards for Vocational Education to enable the states to establish their own demonstration, testing, and development sites for career education model programs. Individual projects within each state were administered by the State Director for Vocational Education. Many of the fifty-six projects utilized Part D or state funding in addition to the Part C grant. "Career Education" is the supplied title for these projects. Appropriation: $9,000,000.

Part D. Exemplary

The second round of exemplary projects began in this fiscal year. Fifty-two new projects were funded; thirty-nine were continuations from previous years. Appropriation: $8,000,000.

Part I. Curriculum Development

Twenty-seven projects were funded with an appropriation of $6,000,000.

SOURCE DOCUMENTS

U.S. Department of Health, Education, and Welfare, Office of Education. *Abstracts of Research and Development Projects in Career Education Supported Under Section 131(a) of Part C of the Vocational Education Amendments of 1968 (Public Law 90-576). Fiscal Year 1973 Program.* ED 136 068. Washington, D.C.: Bureau of Adult, Vocational and Technical Education, 1975.

U.S. Department of Health, Education, and Welfare, Office of Education. *Abstracts of Exemplary Projects in Vocational Education Supported Under Section 142(c) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576).* ED 099 518. Washington, D.C.: Center for Adult, Vocational, Technical, and Manpower Education, June 1973.

U.S. Department of Health, Education, and Welfare, Office of Education. *Abstracts of Exemplary Projects in Vocational Education Supported Under Section 142(c) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576).* ED 099 523. Washington, D.C.: Bureau of Occupational and Adult Education, June 1974.

(Career Education.)
Sawyer, David E.
Alabama State Dept. of Education, Montgomery. Div. of Vocational-Technical and Higher Education.
V361017L
OEG-0-73-3001
June 1, 1973–November 30, 1974

To develop and demonstrate career education components, Alabama will coordinate and conduct a single project at the following sites: Bessemer City Schools, Gullman City School, Decatur City Schools, Marion City School, Marshall County Schools, Coffee County Schools, Covington County Schools, Geneva County Schools, Phoenix City Schools, and Mobile County Schools. The components are junior high school guidance and counseling, and placement.

(Career Education.)
Riddle, Louis D.
Alaska State Dept. of Education, Juneau.
V361050L
OEG-0-73-2994
June 1, 1973–November 30, 1974

A career education curriculum model for grades K-14 in the Anchorage Borough School District will be developed in this project. A total of forty-six teachers and fifteen counselors in sixteen schools will be involved in the project. The components will include elementary, junior high, senior high, junior college, and staff orientation. Emphasis will be on career awareness, career orientation, and exploratory experiences.

(Career Education.)
Dorr, Eugene
Arizona State Dept. of Vocational Education, Phoenix.
V361054L
OEG-0-73-2914
May 1, 1973–October 31, 1974

The Arizona career education demonstration, testing, and development site will be Buckeye Union High School District. The project will serve 3,040 persons. Ethnic groups included will be Mexican-Americans, Blacks, Angloes, and Indians. Some ninety staff members will receive inservice training to work in the public schools.

(Career Education.)
Adams, J. Marion
Arkansas State Dept. of Education, Little Rock.
V361037L
OEG-0-73-2971
June 1, 1973–May 30, 1975

Russellville School District, serving over 3,000 students, will be the project site. The major focus of this project will be on three components: guidance and counseling; career orientation and meaningful exploratory experiences at the middle and junior high levels; and placement of existing students in either a job, a postsecondary occupational program, or a baccalaureate program. Inservice education programs will be developed in the area of career development for the entire guidance and counseling staff. All elementary teachers will also be involved in a workshop.

(Career Education.)
Smith, Wesley P.
California State Dept. of Education, Sacramento.
V361012L
OEG-0-73-2921
May 15, 1973–October 31, 1974

The purpose of the project is to develop and demonstrate career education at the following sites: Camino Union Elementary School District; Covina Valley Unified School District; Los Angeles City Unified School District; San Diego County Office of Education; and Santa Barbara School District/Santa Barbara High School District. Program components at each site may include the following: elementary school, secondary school, work experience, adult education, and guidance and counseling.

(Career Education.)
Linson, M. G.
Colorado State Board for Community Colleges and Occupational Education, Denver.
V361027L
OEG-0-73-2989
June 1, 1973–November 30, 1974

This project will concentrate its efforts in one middle school in each of five pilot districts including Wild County School District, Rocky Ford School District, and Pueblo School District. The goals of the program are to increase the self-awareness of each student; to develop in each student favorable attitudes about the personal, social, and economic significance of work; and to assist each student in developing and practicing appropriate career decision-making skills. Both instructional and group guidance programs will focus on subject areas and their relation to careers.

(Career Education.)
Murphy, Joseph F.
Connecticut State Dept. of Education, Hartford.
V361014L
OEG-0-73-2970
June 1, 1973–November 31, 1974

This comprehensive program will be conducted in the three middle schools of Meriden and in grade 9 of Meriden's two high schools. It will have a strong guidance and counseling focus with emphasis on increasing students' self-awareness, developing favorable attitudes toward the world of work, giving students practice in career decision making, and making students aware of the many career options available in the world of work.

(Career Education.)
Shuman, Conrad C.
Delaware State Dept. of Education, Dover.
V361056L
OEG-0-73-2995
June 30, 1973–June 29, 1974

A team of counselors, teachers, coordinators, and paraprofessionals will be involved in a complete and articulated model program of testing, guidance, counseling, career orientation, and self-awareness at grade levels 7-12. The project will be comprehensive in nature and will involve multiple grade levels. The career orientation will be conducted as an integral part of ongoing studies. The project site will be the Caesar Rodney School District which serves Camden, Wyoming, Woodside, Dover Air Force Base, and the surrounding suburban and rural areas.

(Career Education.)
George, Junius
District of Columbia Public Schools, Washington, D.C.
V361059L
OEG-0-73-2992
June 30, 1973–June 30, 1974

This research and development project will provide planning and evaluation capabilities for implementation of a high school-level career development program designed to provide job preparation in communications and media, fine arts, and humanities. Guidance service will be provided to assist students in satisfying psychological, social, and career needs. An advisory committee on the pilot clusters mentioned above will include representatives from the Board of Trade, Civil Service Commission, local business and industry, cultural institutions, and public and private schools.

(Career Education.)
Eaddy, Kenneth M.
Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical, and Adult Education.
V361007L
OEG-0-73-3004
January 1, 1973–June 30, 1974

The project will assist in the coordination of resources available in the district to make them an integral part of the proposed career education model. Components such as preservice and inservice teacher education, placement, and followup services will be developed. A complex of ten schools, enrolling 9,842 students, has been identified as the project site in Leon County School District. Tallahassee Community College, one of these schools, will be involved in providing highly technical, postsecondary occupational programs.

(Career Education.)
Clark, Russell S.
Georgia State Dept. of Education, Atlanta.
V361015L
OEG-0-73-3003
June 1, 1973–December 1, 1974

The project will establish a development, testing, and demonstration site for elementary career awareness with the outcome being an organized, sequential, developmental package of materials. This package will then be installed into all fifty-five comprehensive career education sites. The component will operate at West Georgia College. A curriculum package for elementary career awareness will include curriculum material, a public relations and information kit, and a staff-development package.

(Career Education.)
Shigetomi, Samson
Hawaii State Dept. of Education, Honolulu.
V361021L
OEG-0-73-2912
May 1, 1973–July 30, 1974

Funds for this project will be used to continue a career education project to develop a conceptual model of career development continuum, K-14. Career awareness will be emphasized at the elementary level; career orientation in the middle school grades; and career exploration and preparation in the secondary grades. The Education Research and Development Center at the University of Hawaii will be used for developing and assembling materials, and coordinating and managing the project.

(Career Education.)
Strab, Tom
Idaho State Board of Vocational Education, Boise.
V361033L
OEG-0-73-2993
June 1, 1973—November 24, 1974

Developing a meaningful, comprehensive, and well-developed career education program is the objective of this project. Designed to increase self-awareness and career awareness in students, the project will also develop students' favorable attitudes about the world of work; assist them in learning decision-making skills; and provide hands-on experiences, career orientation, and guidance and counseling services. Alameda Junior High School in Pocatello will serve as the project site.

(Career Education.)
Dees, Sherwood
Illinois State Dept. of Education, Springfield. Div. of Vocational-Technical Education.
V361005L
OEG-0-73-2979
June 1, 1973—February 28, 1975

Nine school districts will be designated as project sites: Cahokia School District, Elmhurst School District, Highland Community Unit School District, Dekalb Community Unit School District, Belleville Community Unit School District, Urbana School, Chicago-Farragut High School, Moline School District, and Springfield School District. Funds allocated under this proposal will fund seven projects: Career Education Model for Grades 7-10, Career Education Resource Laboratory, Career Education—16mm Film, Annotated Bibliography of Career Development, East Saint Louis Career Education, Illinois Network for School Development, and Counselor Support System (Technology and Education).

(Career Education.)
Gentry, Don K.
Indiana State Board for Vocational and Technical Education, Indianapolis.
V361024L
OEG-0-73-2981
June 1, 1973—June 1, 1975

Indiana will establish demonstration, testing, and development sites in Elkhart Community Schools and the New Albany-Floyd County Consolidated School Corporation. Included in the project will be an introduction to career education in grades K-5, exploration in grades 6-8, investigation in grades 9-10, and experience in grades 11-12. Program components are career education, guidance and counseling, placement, and program assessment.

(Career Education.)
Schurrmann, William O.
Iowa State Dept. of Public Instruction, Des Moines.
V361029L
OEG-0-73-2978
June 1, 1973—September 30, 1974

Iowa will continue the demonstration, testing, and development project at seven rural and urban sites: Davenport School District, South Winneshiek School District, Humboldt School District, Marshalltown, Carroll School District, Osceola School District, and Sheldon School District. This project will establish exemplary programs in career education at the secondary level (grades 9-12) which will implement the exploration and preparation phase of the model. Designed to provide job preparation in a wide variety of occupational areas, with special emphasis on use of work experiences and cooperative education opportunities, the model will allow students to continue explorations in the world of work.

(Career Education.)
Rawson, Wilbur A.
Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
V361025L
OEG-0-73-2975
June 1, 1973—June 30, 1974

The project will concentrate on the elementary (K-6) level at ten schools in Wichita's Unified School District 259. Intensive career awareness activities will be included. Field trips and resource persons from various segments of the community will be utilized, inservice training will be provided at local schools, and university courses will be available.

(Career Education.)
Lamar, Carl F.
Kentucky State Dept. of Education, Frankfort.
V361019L
OEG-0-73-3000
June 1, 1973—August 31, 1974

The Bowling Green Independent School District, serving 5,300 students, is the project site. This project will develop a comprehensive model for career education. The elementary component will focus on career awareness and the junior high component will allow students to make tentative choices of educational curriculum. At the senior high level, emphasis will be on decision-making skills and career exploration. Guidance counselors will be liaisons between home and school.

(Career Education.)
O'Dowd, John E., Jr.
Louisiana State Dept. of Education, Baton Rouge.
V361036L
OEG-0-73-2972
June 1, 1973–November 31, 1974

The East Baton Rouge Parish School District will be the project site. Program components will include elementary career awareness, junior high career orientation, grades 10-14, guidance and counseling, and career achievement skills. Twenty-two schools serving over 5,000 students will be involved in the project.

(Career Education.)
McGray, Carrol R.
Maine State Dept. of Education, Augusta.
V361011L
OEG-0-73-2969
June 1, 1973–May 31, 1974

A major goal of the project is to fuse the most exciting vocational education practices with traditional curriculum. A vocational development theme will be used to unify the educational efforts of each teacher at all levels. The counseling and guidance department will be responsible for support services in testing, counseling, consulting, and placement. Staff development activities will be held. The project site is Farmingham which is located in a rural area.

(Career Education.)
Patterson, Roland N.
Maryland State Dept. of Education, Baltimore.
V361060L
OEG-0-73-2997
June 1, 1973–May 31, 1974

The local school district of the city of Baltimore will be the site of a project which will focus upon the personal development of all students. As a result of this project, course content in grades K-12 will relate continually to job preparation, the development of career awareness, and the educational needs of students. The program will be implemented in seven schools (four elementary, two junior high, and one senior high school) within a designated geographical region. Elementary, junior high, senior high, and guidance and counseling components will be utilized.

(Career Education.)
Buzzell, Charles
Massachusetts State Dept. of Education, Boston.
V361049L
OEG-0-73-2967
June 1, 1973–November 30, 1974

Springfield, Milford, and the Blue Hills Vocational-Technical Region will be representative sites providing all the school systems of the Commonwealth with functional models. These models will be designed to facilitate the implementation of a comprehensive career development program. Project Career/CAN (Career Analysis Network) will focus primarily on developing information and delivery systems which will cut across grade lines and provide career information to students and teachers in grades K-14.

(Career Education.)
Michie, Jack
Michigan State Dept. of Education, Lansing.
V361032L
OEG-0-73-2980
June 1, 1973–September 1, 1975

The focus of the project will be on identifying users of the career education model and assessing present levels of career understanding, and designing and evaluating dissemination programs for career education. Procedures will include analyzing the twenty-eight pilot projects in the state, conducting a literature review, contacting outstanding projects in other states, developing and validating a model, and disseminating a model based on generally accepted dissemination theory and practice.

(Career Education.)
Johnson, Melvin
Minnesota State Dept. of Education, St. Paul.
Div. of Vocational and Technical Education.
V361038L
OEG-0-73-2965

Eight sites, representing a variety of settings, will develop and test various career education components in this project. Included are Cloguet, Osseo, Owatonna, Plainview, Red Wing, Roseville, Willmar, and White Bear Lake. Though some of the schools developed a comprehensive career education program K-14 and adult in the first year, the major thrust was to develop and conduct career education programs for students in grades K-6. Major emphasis for the second year is to increase and improve career education opportunities in all the districts.

(Career Education.)
Majure, Troy V.
Mississippi State Dept. of Education, Jackson.
Div. of Vocational and Technical Education.
V361006L
OEG-0-73-3005
June 15, 1973–December 14, 1974

The project is designed to increase the self-awareness of each student; to develop in each student favorable attitudes about the personal, social, and economic significance of work; and to assist each student in developing and practicing appropriate career decision-making skills. The program will focus on helping students in grades 1-12 develop a "style of life" oriented toward becoming a productive member of a work-oriented society. The Louisville Separate School District, McComb Municipal Separate School District, and the Winona Separate School District will be the project sites.

(Career Education.)
Miller, Clyde C.
Missouri State Dept. of Education, Jefferson City.
V361039L
OEG-0-73-2966
June 1, 1973—November 31, 1974

The Saint Louis Public School District and the Saint Joseph School District will serve as the project site. Program components for the two schools at the Saint Louis site will be elementary school and guidance and counseling; the Saint Joseph site will have components in elementary, secondary school, and guidance and counseling.

(Career Education.)
Ulmer, Benjamin
Montana State Dept. of Public Instruction, Helena.
V361047L
OEG-0-73-2919
June 15, 1973—December 15, 1974

This demonstration, research, and development project contains three main components. At the elementary level, the objective is to establish a career awareness program to provide students with a broad range of options in the world of careers. In the secondary schools, the project will emphasize utilization of work experience, and a research study will be conducted to ensure that proper changes are made to keep the project current as manpower and student needs fluctuate. A vocational guidance component will be designed to acquaint students with available career opportunities. The project sites are located in the rural school districts of Cascade County.

(Career Education.)
Strain, Glen H.
Nebraska State Dept. of Education, Lincoln.
V361028L
OEG-0-73-2977
June 1, 1973—September 30, 1974

The Kimball City School District will serve as the project site for expanding, synthesizing, and evaluating a K-adult career education program exemplifying the typical rural school system in Nebraska. The K-6 curriculum will be structured around career and world of work opportunities. The seventh through ninth graders will receive hands-on occupational experiences. The cooperative education program will be expanded at the eleventh and twelfth grade level, and a comprehensive occupational guidance, counseling, and placement service will be developed.

(Career Education.)
Riley, R. Courtney
Nevada State Dept. of Education, Carson City. Div. of Educational Services.
V361009L
OEG-0-73-2915
May 1, 1973—October 31, 1974

A complex of three elementary schools in the city of Elko, enrolling approximately 1,450 students, has been identified as the career education project site. In order to establish a strong guidance and counseling component in the Elko County School District, a three-credit course on Career Counseling in the Public Schools will be contracted from the University of Nevada at Reno. The course will be available to all counselors, elementary teachers, and administrators in the district. Also, appropriate career and career awareness guidance and counseling materials will be purchased.

(Career Education.)
Andrew, Neal D.
New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.
V361023L
OEG-0-73-2968
June 15, 1973—February 15, 1975

The Somersworth School District will develop a plan for a grades K-12 career education system to revitalize public education by restructuring the curriculum and education program around a career development theme. The program will involve extensive community, industrial, and business relationships; make widespread use of cooperative education; and stress placement of every departing student in either a job or further educational training.

(Career Education.)
Poliacik, Stephen
New Jersey State Dept. of Education, Trenton.
V361003L
OEG-0-73-2983
June 1, 1973—December 30, 1974

This program, conducted in the Vineland School District, will expand or supplement current programs.

Instruction at all levels will be geared to practical preparation for economic usefulness, personal satisfaction, and establishment of favorable attitudes. The program will be a sequential one and field experiences for instructors, counselors, and students will be provided at all levels. Special needs students will be included in inschool and cooperative work programs. Social service agencies will help in preparation of the program.

(Career Education.)
West, James B.
New Mexico State Dept. of Education, Santa Fe.
V361016L
OEG-0-73-2976
June 6, 1973—November 31, 1974

The main focus of the project is to gather, collate, and disseminate the results of fourteen research and development projects. Each of these projects has focused on establishing a meaningful, comprehensive, well-developed career education program with a strong guidance emphasis. In addition, many of the project participants are of American Indian or Spanish heritage. Program components will include K-12, junior high, senior high, and elementary.

(Career Education.)
Ambach, Gordon M.
New York State Education Dept., Albany.
V361008L
OEG-0-73-2982
June 1, 1973—December 30, 1974

The cities of Yonkers and Syracuse will develop model programs in career education. In the elementary grades, the programs will be designed to provide children with a grasp of the world of work and to initiate preparation to enter this world. At the secondary and postsecondary level, emphasis will be on occupational preparation activities. In the guidance and counseling component, careful measurement will be made of student outcomes in relation to the programs attempted.

(Career Education.)
Law, Charles J., Jr.
North Carolina State Dept. of Education, Raleigh.
V361058L
OEG-0-73-2998
June 1, 1973—August 31, 1974

The program will provide a comprehensive guidance program which is an integral part of the total education program. The program will involve all school personnel and will be coordinated by a guidance specialist. Teachers and guidance counselors will assist students in appraising their interests, abilities, needs, and desires as they make educational plans and explore career possibilities. Students will be introduced to the world of work via exploration of basic skills in fifteen cluster areas. The project will be conducted through a consortium composed of the Caldwell County Schools, the Lenoir City Schools, and the Caldwell Community College and Technical Institute.

(Career Education.)
Burchinal, Carrol E.
North Dakota State Board for Vocational Education, Bismarck.
V361045L
OEG-0-73-3015
June 15, 1973—December 15, 1974

The project, conducted in the Minot Public School District, will focus on establishing a comprehensive career education program at the junior high level. The program is designed to provide career orientation and exploratory experiences for students. The project will have an overriding program of guidance and counseling; provide inservice training for counselors; and assist teachers in helping students adapt to curriculum change and become aware of career education.

(Career Education.)
Shoemaker, Byrl
Ohio State Dept. of Education, Columbus.
V361040L
OEG-0-73-2996
June 1, 1973—November 31, 1974

The Model Pre-Postsecondary Education for Students in Grades 11 and 12 will be conducted in four school districts: the Muskingum Area Joint Vocational School, the Penta County Joint Vocational School, the Springfield and Clark County Joint Vocational School, and the Firestone High School in Akron City School District. The Model Statewide Delivery System of Career Education will be conducted in twenty Ohio schools and involve 123,485 students. The Career Education K-10 Project in Akron City School System will be conducted in the city of Akron; project components will be guidance and counseling, a model delivery system, Akron K-10 career development, and a pre-postsecondary education program.

(Career Education.)
Tuttle, Francis T.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
V361013L
OEG-0-73-2974
June 1, 1973—June 30, 1974

The industrial city of Sand Spring will serve as the site for this project, the major emphasis of which will be on initiating career exploration activities in all classes and documenting their process and cost transportability. A combination career awareness coordinator and head counselor will continue to coordinate the effort at the elementary school level. The junior high orientation and exploration component will include nine-week programs in construction, manufacturing, transportation, and business. Three major activities in the guidance and counseling component will further refine the model programs.

(Career Education.)
Kunzman, Leonard
Oregon State Dept. of Education, Salem.
V361022L
OEG-0-73-2986
July 1, 1973–June 6, 1974

The focus of this project will be on identifying, planning, developing, and implementing an articulated career education program in grades K-10. The overall articulation plan and specific details will be developed. Staff development activities will be held and community resources will be utilized. Some 5,802 students in Area II of the Portland Public Schools will be involved in the project. Counseling and guidance programs and processes needed for career development and decision making will be provided for students.

(Career Education.)
Struck, John W.
Pennsylvania State Dept. of Education, Harrisburg.
V361030L
OEG-0-73-3007
June 1, 1973–September 30, 1974

Each of the component projects of the program will emphasize the development, implementation, and expansion of meaningful career education activities using appropriate personnel and advisory committees. The elementary component will focus on expansion of a model computer resource and career oriented curriculum in grades K-6. Career orientation will be included at the junior high level and career preparation will be conducted at the senior high level. Counselors will take part in all phases of the project. Crawford County School District, Philadelphia School District, Ebensburg School District, and McKeesport Area School District will be the project sites.

(Career Education.)
Sinclair, Alan
Rhode Island State Dept. of Education, Providence.
V361057L
OEG-0-73-3009
June 1, 1973–December 31, 1974

The purpose of this proposal is to thoroughly analyze the entire career education market, including categorizing the various types of systems and facilities in the state; identifying the best components of each program and establishment; and disseminating a consolidated unified approach towards career education on a state-wide basis. Activities currently listed by the state will be documented; included will be self-awareness in the elementary school, career guidance and decision making in the junior high school, and cooperative and distributive education in the high school.

(Career Education.)
Kirkland, H. B.
South Carolina State Dept. of Education, Columbia.
V361034L
OEG-0-73-2999
June 1, 1973–November 30, 1974

The career education program will offer every student a continuum of career awareness, career exploration, career preparation, placement, and followup. There will be an elementary, middle school, high school, and guidance and counseling component. The state will continue to expand the current research and development project in career education and to initiate operation at a second project site. Lexington County School District Three and Spartanburg County School District Five will be the project sites.

(Career Education.)
Olson, E. B.
South Dakota State Dept. of Education, Pierre.; South Dakota State Board of Vocational Education, Pierre.
V361053L
OEG-0-73-2918
May 1, 1973–June 30, 1974

The project will provide an opportunity for students having difficulty with the regular educational programs to use an adjusted curriculum which utilizes team teaching and individualized instruction. The program consists of both academic and vocational components. The academic component is developed around communications, consumer economics, and current events; the vocational component contains phases in exploration, skill development, and work experience. The program is built around six occupational clusters. The local school district in Sioux Falls will be the project site.

(Career Education.)
Harrison, W. M.
Tennessee State Dept. of Education, Nashville.
Div. of Vocational and Technical Education.
V361020L
OEG-0-73-3002
June 15, 1973–September 14, 1974

This project will be conducted in the Memphis City and Knox County systems. The elementary component will use a series of guidance films to help youngsters set career goals. The junior high component will use educational inserts to help students make occupational choices for high school courses. Career orientation materials will be used in the senior high and inservice training programs will be held for teachers.

(Career Education.)
Guemple, John R.
Texas Education Agency, Austin.
V361043L
OEG-0-73-2973
June 1, 1973–November 30, 1974

This career education project will be demonstrated, tested, and developed in eight sites: Pettus Independent School District, Andrews Independent School District, Rockwall Independent School District, Iowa Park Independent School District, Conroe Independent School District, McAllen Independent School District, San Angelo Independent School District, and the Orange County Cooperative. Components at each site vary, but may include elementary, intermediate, high school, career awareness, guidance and counseling, and placement.

(Career Education.)
Ulrich, Walter E.
Utah State Board of Education, Salt Lake City.
V361035L
OEG-0-73-2916
May 1, 1973–December 31, 1974

This career education project will take place in five junior high schools in major cites in the Alpine district. Students in grades 7-9 will participate, as will 171 certified teachers with specialities in selected vocational and technical areas and general education, ten professional counselors, and a district pupil personnel services staff. The junior high school component features include inschool planning of career objectives and orientation through media, counseling, and career contact. The guidance and counseling component will increase interaction between students and counselors.

(Career Education.)
Watson, Cola D.
Vermont State Dept. of Education, Montpelier.
V361055L
OEG-0-73-3008
July 1, 1973–August 31, 1974

Grades 9-12 staff and students in the rural, low-income Orleans Central School District are the target group of this project. The project will restructure the total guidance and counseling program around a career awareness, work-experience, and placement program. The teachers will be involved in developing learning activities which will tie together academic experience and career development. An extensive program of work experiences and placement will call for added manpower.

(Career Education.)
Orr, George S., Jr.
Virginia State Dept. of Education, Richmond.
V361010L
OEG-0-73-2990
January 1, 1973–June 30, 1974

Two pilot groups will comprise this career education program. A Career Exploration Activities Center will be established to allow students the opportunity to engage in varied experiences in the fifteen cluster areas and to continue to explore and develop self-awareness of their own interests, abilities, and aptitudes. A junior high component and a service and counseling component will be utilized. The Radford City School System and the Petersburg City School District will be the project sites.

(Career Education.)
Pilant, George
Washington State Board for Vocational Education, Olympia.
V361031L
OEG-0-73-2988
June 1, 1973–December 1, 1974

A comprehensive program of career education (K-12) will be established in this project in the three small, economically disadvantaged communities of Cashmere, Peshatin, and Dryden. The objectives are to meet the needs of all students served by local education agencies regarding career education and orientation, vocational work experience and cooperative education, and vocational guidance and counseling.

(Career Education.)
Burdette, Clarence E.
West Virginia State Dept. of Education, Charleston.
Bureau of Vocational, Technical and Adult Education.
V361042L
OEG-0-73-3006
June 1, 1973–September 30, 1974

This project will include all schools in the Raleigh County School System. Concentration of this project will be primarily at the junior and senior high school levels and will include job placement services for those not continuing their educations in postsecondary or baccalaureate programs. Also included will be a career awareness program in grades K-6, a career orientation program in grades 7-9, an exploratory job program for senior high students, and improvement of guidance and counseling services.

(Career Education.)
Lehrmann, Eugene
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
V361004L
OEG-0-73-2964
June 1, 1973–May 31, 1974

A career education planning and field testing project currently being conducted will be implemented in the Eau Claire School District as a result of this project. Components of Phase II of this project will be elementary, junior high, senior high, placement and adult education, and guidance and counseling. The program components will increase student awareness of the world of work; provide career orientation and exploration experiences; provide job preparation; attempt to ensure placement of exiting students; and initiate, develop, and implement career education into the regular classroom.

(Career Education.)
Black, Fred P.
Wyoming State Dept. of Education, Cheyenne.
V361046L
OEG-0-73-2917
June 1, 1973–May 30, 1974

Contributions will be made to the overall exemplary K-14 occupational education program in this project. Indepth expertise in the audiovisual media area will be provided. The coordinator will provide on-the-job slides and cassette recordings as well as videotape productions which will complement the present Learning Activity Packet Program. Schools involved in the project are Central Wyoming Community College, Riverton High School, Riverton Junior High School, and Riverton Elementary School.

(Career Education.)
Lynn, David R.
American Samoa Dept. of Education, Pago Pago.
V361026L
OEG-0-73-2913
May 1, 1973–August 17, 1973

This comprehensive program is designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work. The Tutuila School District, serving 11,400 students, is the project site; four elementary schools and a total of 1,676 students will be involved in the project. Schools involved will be Leone Midkiff, Manulele Tausala, Alofau, and Aua.

(Career Education.)
Aguon, Katherine d.
Guam Dept. of Education, Agana.
V361041L
OEG-0-73-2987
June 1, 1973–June 30, 1974

Career awareness, exploration, and preparation components will comprise this program. The plan will include a strategy for mounting a community-wide, coordinated effort in career education which uses existing components and activities as well as generates new alternatives and funds. Twenty-five island leaders will serve on a task force to work with career consultants in creating a design model. Five seminars and workshops will be held for teachers, administrators, board members, counselors, and Department of Education officials.

(Career Education.)
Charnew, Amalia Lide
Puerto Rico State Dept. of Education, Hato Rey. Research and Curriculum Development Coordinating Unit.
V361044L
OEG-0-73-2991

Eight schools will be used as testing sites for materials and curriculum experiences suited to development of positive attitudes about the personal, social, and economic significance of work. The eight projects will seek to help students develop sound career decision-making skills. The final objective is to ensure placement of all students in a job, secondary occupational program, postsecondary occupational program, or college-bound program.

(Career Education.)
Olopai, Abel R.
Trust Territory of Pacific Islands Dept. of Education, Saipan.
V371018L
OEG-0-73-2920
May 1, 1973–October 30, 1974

Ninety-nine percent of the children living in the Ponape School District are from low-income families and are educationally deprived. The project will adopt and test career education materials, and disseminate them to all elementary schools in the district and to any public or private schools in the

Trust Territory which express an interest in the materials. The program design places special emphasis on the career awareness of students in terms of the broad range of options open to them in the world of work.

(Career Education.)
Ragster, Albert, Sr.
Virgin Islands Government Dept. of Education, Charlotte Amalie.
V361061L
OEG-0-73-2984
June 1, 1973—May 31, 1974

Developing and implementing an elementary program designed to increase awareness of the broad range of career opportunities and increasing junior-high career orientation and awareness are the objectives of the project. At the elementary level, inservice training will be held for teachers and counselors and tests will be given to determine program effectiveness in terms of student outcomes. Career education consultants will help develop and implement new techniques and methodologies. Similar activities will be carried out at the junior-high level.

A School-Community Career Education Project.
Jackson, John W.
Opelika City Schools, Ala.
V361162
OEG-0-73-5284
June 1973–May 1976

The program will promote career education awareness. Program components will include an overall guidance and counseling emphasis, including self-awareness, attitudes toward work and career decision making; elementary and junior high career awareness; junior high orientation and exploratory experiences; job preparation in grades 9-14; placement activities handled through a community contact and a placement office; and a faculty career education committee, which will also assist in interpreting the program to other teachers in the system and to the community. A community career education committee will also be used.

Anchorage Borough Exemplary Career Education Project.
Davis, (Gene) E. E.
Anchorage Borough School District, Alaska.
V361022
OEG-0-73-5299
June 15, 1973–June 14, 1976

The project will initially incorporate exemplary career education concepts, methods, and curriculums into eight pilot schools and, by the third year, into all schools in the district. The first year will concentrate on inservice education for teachers, counselors, and administrators in the pilot schools; and on development of a plan for implementation during that and succeeding years. An inhouse steering committee will be formed of administrators, teachers, students, and an Anchorage Community College representative.

Fairbanks North Star Borough School District Orientation-Work-Study-Placement Program. (Continuing Project)
Cleworth, Irene
Fairbanks North Star Borough School District, Alaska.
V-161-177
OEG-0-71-4776
June 30, 1971–June 30, 1974

The project will implement career awareness and orientation at elementary, junior high, and senior high school levels; promote and implement work experiences and cooperative education programs; provide specific entry-level skill training; and utilize intensive occupational guidance and counseling during the last years of high school. Program components will include occupational orientation and cooperative education.

Demonstrating the Planning, Implementation, and Evaluation of Developmental Guidance, Counseling and Placement Components in a Career Education System.
McKinnon, Byron E.
Mesa Public Schools, Ariz.
V361132
OEG-0-73-5286
June 1973–June 1976

In each of its three, one-year phases, the program will attempt to achieve specific product and process objectives for both project staff and students, focusing on helping students set and realize career goals. Each phase stresses different grade levels and provides input and support to the following phase. Each phase continues at the proceding year's grade levels, so that in Phase III, students in grades K-12 are included. The program will be undertaken in cooperation with Mesa Community College.

Tucson Model Cities Exemplary Vocational Education Program. (Continuing Project)
Aguilar, Adalbert
Tucson Public Schools, Ariz.
0-361-0160
OEG-0-71-4168
June 30, 1971–June 29, 1974

Prime targets for the project are dropouts and potential dropouts. The project will utilize elements present in vocational education in the Tucson area, initiate new ones, and devise a sequence from these elements to serve students from elementary through secondary schooling. Local and state education and manpower agencies, as well as the private sector, will be involved. Emphasis will be on extensive counseling and guidance programs, hands-on experiences in vocational classes, and cooperative work experiences.

An Exemplary Career Education Project for Southeast Arkansas.
Kizer, Robert
Monticello School District 18, Ark.
V361156
OEG-0-73-5307
June 1973–May 1976

The project will emphasize providing a cooperatively planned transition to the area vocational and technical schools, as well as counseling for those going into vocational and academic training in institutions of higher learning. The project will be conducted in seven contiguous rural school districts. Program components will include: career awareness or orientation for all students; skill training for secondary and postsecondary students; counseling and guidance for all students; placement services for all exiting students; and creation of cooperative attitudes among education, labor, and industry in the community.

Ceres Unified School District Career Education Responsive to Every Student; A K-14 Operational Model in Career Education. (Continuing Project)
Adkison, Robert
Ceres Unified School District, Calif.
V261007
OEG-0-72-4579
June 1972–May 1975

The project will provide an operational model for career education in grades K-14. The school district (grades K-12) serves 4,200 students for a rural town community of 12,000. The district is composed of one senior high school, a continuation high school, a junior high school, five elementary schools, a pre-school program, and a school for deaf and hard-of-hearing children. The program will be carried out in cooperation with Modesto Junior College. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Career Education Model, Orange County Consortium. (Continuing Project)
Sappington, Jack
Orange Unified School District, Ca
V261006
OEG-0-72-4578
June 1972–May 1975

The project will create an action-based model that features career awareness, orientation, exploration, and preparation that utilizes the cluster approach. The program will be articulated from the kindergarten to the community college level. In the process of development and implementation, six teams, each representative of teaching and administrative staff, will be used for curriculum, multi-media, career cluster, skill development, gaming simulation, and career guidance.

Community College Vocational Cooperative Education. (Continuing Project)
Bennett, Robert L.
San Mateo Junior Coll. District, Calif.
0-361-0069
OEG-0-71-0527
September 14, 1970–September 13, 1973

This cooperative program, coordinated by San Mateo College District and conducted in five California community colleges, will enroll approximately 1,000 students during the first year. The program will demonstrate the procedures and the effectiveness of coordinating business and industry with a community college. Alternate semester, parallel (half-day), and evening college-related programs will be implemented. Coordinated instruction will include use of television, programmed instruction, computer-assisted instruction, automated programs, and work experience.

Exemplary Program: Career Oriented Education Project.
Keller, Louise J.
Northern Colorado Univ., Greeley.
V361037
OEG-0-73-5279
July 1973–August 1976

The project will design a K-12 exemplary, career-oriented learning system which will be used for implementation of career education in the University of Northern Colorado Laboratory School and for future implementation in the Greeley School District Number Six, and for identification of strategies for impacting on teacher training. In addition, the project will expose future teachers to a learning environment based upon concepts of career development, and expose future guidance counselors to a model career education counseling and placement program. Components will include curriculum, guidance, personnel development, and career education management.

Career Education. (Continuing Project)
Bonitatebus, Joseph
Bridgeport Board of Education, Conn.
0-361-0061
OEG-0-71-0679
January 1, 1971–January 21, 1974

This is a mainstream instructional program complementing and being complemented by the regular instructional programs. Students will receive occupational information and orientation at the elementary level, orientation and exploration at the middle school level, exploration at the senior high level, and upgrading and retraining at the postsecondary (continuing education) level. The career education program will be arranged in a career ladder style and will provide students with marketable skills at any level.

Penetrating School Strata Through Career Education.
Nolan, Richard D.
Bristol School System, Conn.
V361170
OEG-0-73-5301
July 1973–June 1976

The program is designed to restructure the educational program around the students' real-life developmental roles. Academic knowledge and skills will be integrated with occupational training to assure that each exiting student will be prepared for either a further educational program or entry into an occupation. In the project's initial year, three elementary, two junior high, and both high schools will be involved in the project, expanding by the third year to all schools in the district and all nonprofit private schools in the area. Program components will include overall guidance, and guidance, counseling, and placement; and elementary career awareness, junior high or middle school career orientation and exploration, and career preparation in grades 10-14.

An Occupational-Vocational Education Model for the State of Delaware. (Continuing Project)
English, Joseph L.
Milford School District, Del.
0-361-0013
OEG-0-71-0678
October 10, 1970–September 30, 1973

The project will establish an occupational and vocational model (K-12) through the cooperative efforts of one county vocational and technical school and one school district. A comprehensive educational experience is envisioned which will produce a well-rounded individual. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Career Education in the Inner City.
Etheridge, Bessie D.
District of Columbia Public Schools Div. of Instructional Service, Washington, D.C.
V361054
OEG-0-73-5283
July 1973–June 1976

Project components are: dissemination of the career development concept to professional staff, community, school personnel, and students within the District of Columbia; teacher orientation, retraining and supervision; and curriculum research and development, including classroom trial and revision. The project will demonstrate the adequacy of and/or will adapt the curriculum to the new situation which is radically different from the one in which the initial program was developed. Efforts will be coordinated with the Career Development Programs at the senior high school level.

A Comprehensive Vocational Education Program for Career Development in Grades K-12. (Continuing Project)
Eaddy, Kenneth M.
Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
V261004
OEG-0-72-0630
September 15, 1971–September 14, 1974

The project will develop a K-12 program around the career education theme which fuses programs and practices of vocational education with the academic curriculum, guidance programs, and community resources. School experiences directed toward career education will be informational at the elementary level, exploratory at the junior high level, and exploratory and preparational at the senior high level.

Career Education for Rural Georgians.
Bottoms, Gene
Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
V361129
OEG-0-73-5319
June 1973–June 1976

The project will develop and operate two rural career education demonstration centers and have four of five mini-exploratory courses in transportable form for the middle school component. The program is designed to operate three years. During the first year, one of the three components will be at the University of Georgia, where curriculum materials for middle school exploration programs will be developed. Program components include: overall guidance and counseling emphasis, including self-awareness, attitudes toward work, and career decision-making skills; elementary career awareness; junior-high or middle-school career orientation and exploration; job preparation in grades 10-14; and placement activities.

Career Information Center.
Wago, Sharen F.
Hawaii State Dept. of Education, Honolulu.
V361208
OEG-0-73-5314
June 1973–May 1976

The Career Information Center will help identify and seek solutions to problems in the counseling and guidance area. The Center will serve as the hub of a communications network which will help business, labor, and educational institutions work toward a common goal. Career information will be gathered, compiled, synthesized, reproduced, and disseminated to schools, educators, community agencies, businesses, libraries, and parents. Graduate student interns from the University of Hawaii guidance and counseling department will assist the project director. State agencies will also be involved, as will an advisory and steering committee.

Bingham County Developmental Career Education Emphasizing Career Awareness, Orientation, Exploration and Preparation for the World of Work.
Nixon, Bert W.
Snake River School District 52, Blackfoot, Idaho.
V361100
OEG-0-73-5300
June 1973–June 1976

The program will use a multi-district approach to vocational education programs. Emphasis will be on development of positive self-concepts in assisting students to develop career making skills. A career guidance mobile van will be used. By the third year, sixty percent of the K-12 students will be participating or will have participated in career awareness, career orientation, career education, and career preparation activities. Program components will be an overall guidance and counseling emphasis, elementary career awareness, junior high and high school career orientation and exploration, and career preparation.

Exemplary Cooperative Education Program for the Development of Occupational Skills, Work Habits, and Attitudes. (Continuing Project)
Merrill, Floyd W.
Canyon School District 139, Caldwell, Idaho.
V-161-176
OEG-0-71-3889
June 30, 1971–June 29, 1974

The project will concentrate on a career development approach for all students, including the disadvantaged, and will be conducted as an integral part of a comprehensive area vocational education program which encompasses seven communities in Southwest Idaho. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement. The Kimberly Plan will be used to integrate occupational orientation into the social studies curriculum in grades 1-6.

Bridging the Gap Between High School and the World of Work. (Continuing Project)
Dumetz, Louise P.
Chicago Board of Education, Ill. Dept. of Vocational and Practical Arts Education.
0-361-0157
OEG-0-71-1026
June 30, 1971–June 29, 1974

The program will furnish career orientation information in six career areas to students in grades K-8 in the target areas. Job entry skill training will be provided for approximately 150 students before they graduate or leave school. Potential dropouts will be eligible, as well as seniors. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement. The program will be coordinated with a Model Cities agency.

Comprehensive Career Planning System. (Continuing Project)
Bowermaster, Ralph
Rockford Board of Education, Ill.
V261002
OEG-0-72-0915
March 1972–February 1975

The program will involve career planning curriculum at the elementary level, personality and interest area exploration at the middle school level, and utilization of a comprehensive career planning resource retrieval program at the high school level. Existing state programs such as the ABLE Model Program will be used. Program components will include occupational orientation, career exploration, and use of a computerized vocational information system in grades 7-12.

Comprehensive Illinois Occupational Education Demonstration Center.
McCage, Ronald D.
Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.
V361068
OEG-0-73-5294
July 1973–June 1976

The project will allow two sites to select tested research, developmental, and other special programs for implementation into their instructional program. Students, teachers, and administrators will be involved during the first two years of the project in incorporating many different kinds of solutions,

innovations or contributions into their education systems. During the third year, the sites will serve as demonstration centers. A comprehensive occupational education demonstration center will be established to support and enrich the academic curriculum, and make general education experiences more meaningful to the students. Program components will include elementary career awareness (K-8), secondary career preparation (10-14), and placement and followup.

Career Development and Meaningful Exploratory Experiences to Middle School Students in Southern Indiana Utilizing Mobile Design Educational Units.
Gentry, Don K.
Indiana State Board of Vocational and Technical Education, Indianapolis. Div. of Vocational Education.
V361182
OEG-0-73-5312
June 1973–May 1976

The project will initiate career education programs (K-12) in southern Indiana upon the completion of the three year period. The program will be initiated at the junior high level in the first year. In the next two years, the elementary and high schools will also be included. Inservice education will be part of the program, as will developing a model of how career education will fit into rural settings. The project will encompass a sixteen-county area involving thirty-eight different school corporations.

Comprehensive Vocational Guidance Program for Model Cities. (Continuing Project)
Winegard, Raymond
Indianapolis Public Schools, Ind.
1-361-0165
OEG-0-71-0683
January 15, 1971–January 14, 1974

The project is a vocational guidance program coordinated with instructional and work experience activities aimed at youths in the Model Cities area. Occupational orientation will be offered in the summer and during the regular school year. Twenty recruiters from the Model Cities Projects will monitor the out-of-school phases in which unemployed dropouts will be referred to counselors in the Adult Evening Division. Inservice training will be given to guidance counselors.

Area-Wide Project for Occupational Orientation, Exploration, Counseling, Job Training, and Job Placement for Elementary and Secondary Students. (Continuing Project)
Winters, Earl E.
Pottawattamie County School System, Council Bluffs, Iowa.
0-361-0070
OEG-0-71-0676
October 1, 1970–September 30, 1973

The program will provide a model of career development activities within a single school system, including an elementary-junior high, senior high, and a postsecondary school. An area media center will compose the occupational orientation component and will house a central file of career information. Project personnel will assist in collecting, distributing, and presenting these resources. Other program components are cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Comprehensive Career Curriculum.
Gabriel, Richard L.
Des Moines Independent Community School District, Iowa.
V361175
OEG-0-73-5280
July 1, 1973–June 30, 1976

The project will continue the East Area Guidance Project, started in 1971. The project was prompted by a guidance study which revealed that the district might make better use of guidance personnel through different organizational procedures. The program will use differentiation of staffing to provide vertical articulation of guidance services K-12. A second activity is to continue and update the Career Interest Survey. A third activity is the development of multimedia centers for career education materials within each of the twenty secondary schools.

A Consortium—Approach to Exemplary Career Education Program Development Involving Two Unified School Districts and Two Teacher Education Institutions.
Rawson, Wilbur A.
Kansas State Dept. of Education, Topeka.
V361179
OEG-0-73-5313
June 1973–May 1976

Intensive inservice training of personnel will make available awareness, exploration, and preparation activities to all students in two school systems. In addition, the teacher colleges in each of the cities will develop career-education teacher-preparation programs and utilize the local school settings as laboratories for preparing future teachers. Each of the schools has developed comprehensive sequential programs for the three years of operation. Program components will include overall guidance and counseling, elementary career awareness, junior high career orientation and exploration, job preparation (10-14), and placement activities.

A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University, and the Central Kentucky Vocational Region.
Jenkins, John D.
Eastern Kentucky Univ., Richmond.
V361189
OEG-0-73-5316
July 1973—June 1976

The project will institutionalize career education and develop inservice and preservice teacher education programs to support career education. During the first two years, primary efforts will be directed at implementing career education activities in a pilot attendance area (two elementary schools, one junior high school, and one high school). Concern will be given to developing a cadre of professionals who will assist with the diffusion of career education to other schools in the district. Teacher education programs will also be developed.

An Exemplary Program for Career Education.
Enloe, Gertrude
Louisiana State Dept. of Education, Baton Rouge.
V361047
OEG-0-73-5308
June 1973—June 1976

The program will train students in career achievement skills, including interpersonal, problem solving, and program development activities. Key Northwestern University and Natchitoches Parish School personnel (eleven administrators and forty elementary teachers) will be taught to train others in these skills. The guidance and counseling component will be woven into the program for each grade level K-12, encompassing the development of attitudes in the above-mentioned areas. Starting with seventh graders, individual student profiles will be developed.

New Opportunities for Work (NOW). (Continuing Project)
Jordan, Kenneth C.
Lewiston Public School District, Maine.
1-361-0161
OEG-0-71-0652
October 1, 1970—October 1, 1973

The project will concentrate on a model career development approach for all elementary through high school students. Ten towns and cities in Central Maine will take part in the program. Basic program components will be an effective pupil personnel service, work experience programs, an open door policy to vocational programs, intensive skill training, and placement capabilities.

REVAMP—Revitalize the Vocational and Academic Programs Through Career Education.
MacLeod, George H.
Maine State Board of Education, South Portland.
V361112
OEG-0-73-5305
July 1973—June 1976

Guidance and curriculum are the two major project components. The guidance component is designed to provide expanded service in the areas of placement, the Career Education Resource Center, use of community resources, and surveys and followup studies. The curriculum component is designed so that math, social studies, and English academic courses will be developed with more focus on career development in order to better complement vocational courses. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, and job preparation in grades 10-14.

Career Education.
Jervis, Robert V.
Anne Arundel County Board of Education, Annapolis, Md.
V361019
OEG-0-73-5282
July 1973—June 1976

Career, self, society, technology, and economics are the five major areas around which the program is built. The project is a sequential, interdisciplinary one based upon skills, attitudes, behaviors, and experiences deemed necessary for vocational decision making. Program components include overall guidance and counseling emphasis, including self-awareness, attitudes toward work, and career decision-making skills; elementary career awareness; junior high career orientation and exploration; job preparation in grades 10-14, and placement activities.

Project CAREER—Career Education Process for the Handicapped. (Continuing Project)
Lamo, Vincent P.
Massachusetts State Board of Education, Boston. Div. of Occupational Education.
V261011
OEG-0-72-5170
July 1, 1972—June 1974

Project CAREER will select and analyze new and emerging occupations with long-range employment possibilities; identify the skills and knowledge pertaining to those occupations and state them in behavioral terms; organize skills and concepts in a progression of prerequisites; and provide career education for the handicapped and develop supporting curriculum materials. Occupational guidance, counseling, and placement will be offered.

A Comprehensive Career Education Development Project for the School District of Muskegon and Muskegon Heights, Michigan. (Continuing Project)
Pelkey, Edward L.
Muskegon Public Schools, Mich.
V261009
OEG-0-72-5169
July 1, 1972–June 30, 1975

The project will infuse career education into the regular instructional program, grades K-12, utilizing the regular current program in occupational guidance, and reevaluate existing vocational services at the secondary level to ensure they complement the project's goals. Career awareness will be pursued in the elementary grades, exploratory and self-awareness programs in junior high, and career decision making and preparation in the high school. The occupational cluster method will be used and a strong emphasis will be placed on home and community liaison with the school.

Pontiac Adult-Learning System (PALS).
Rochow, Robert
Pontiac City School District, Mich.
V361048
OEG-0-73-5287
July 1973–June 1976

Since the Pontiac School District is already operating a functional career education program at the elementary and middle school levels, this project will focus on the career education needs of high school students. Emphasis will be placed on providing work experience with local employers. Opportunities will be available in the school district and government agencies, as well as large industry, light manufacturing firms, and businesses. Placement activities will be part of the project.

Exemplary Vocational Education Program Based on Environmental Studies (K-14). (Continuing Project)
Clark, Barbara
Environmental Science Center, Golden Valley, Minn.
1-361-0171
OEG-0-71-2396
June 1, 1971–May 31, 1974

The project will coordinate existing elements of a total vocational sequence with new ones. Facets of the program include relating awareness of the world of work to careers in environmental control, exploratory community experiences in environmental control occupations, and job entry-level skills for water pollution control technicians. Components will be occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

An Urban Career Education Project in the Mississippi Delta.
McMinn, J. H.
Mississippi State Board for Vocational Education, Jackson.
V361085
OEG-0-73-5275
June 1973–May 1976

The project will continue services and instruction beginning in grade 1 and ending with satisfactory employment or entry into postsecondary education. The project will serve all students within the district. Project staff will provide services to students and teachers through workshops, seminars, field trips, and counseling. Program components will include overall guidance and counseling, elementary career awareness, junior high or middle school career orientation and exploration, and job preparation in grades 10-14.

Outreach for Urban Inner City Youth. (Continuing Project)
Sheets, Donald R.
Kansas City School District, Mo.; Metropolitan Junior Coll. District, Kansas City, Mo.
1-361-0174
OEG-0-71-1389
January 1971–January 1974

The project will implement an integrated program of job information suited to students' grade levels. The project will provide an opportunity for students to participate in cooperative training programs, and will make counseling services available from the elementary through secondary levels as well as to out-of-school youth. Placement services will be furnished to students needing such assistance. The project will be located in a Model Cities neighborhood.

A Project to Develop and Implement a Comprehensive Career Education Program K-14 in a Three-County Non-Urban Area in Missouri.
Fielding, Marvin R.
State Fair Community Coll., Sedalia, Mo.
V361197
OEG-0-73-5311
June 1973–June 1976

The program design has four components: a program of career awareness and career development for grades K-6, a program of career exploration and work experience for grades 7-10, a program of skill development in cluster occupations in grades 11-12 articulated with specific career opportunities at the postsecondary level 13-14, and a planned program of job development and job placement for all individuals leaving the school system at any level. Materials and experiences utilized in the first three components are being articulated by content and by grade level to provide for individual differences in stages of career development.

An Exemplary Career Education Program in the Great Falls Public Schools (K-14).
Jackson, Frances
Great Falls Public Schools, Mont.
V361111
OEG-0-73-5278
July 1, 1973–June 30, 1976

A career awareness curriculum on the elementary and secondary levels will be established to provide all students with a broad range of options in the world of careers. The project will attempt to stimulate development of students' aspirations and to give students the ability to make wise career decisions when they are ready. New and improved roles for teachers, curriculum staff, administrators, and career education counselors will be identified and developed.

"The Next Step"–A Comprehensive Program in Occupational Preparation and Placement. (Continuing Project)
Korizek, William A.
Helena Public Schools, Mont.
1-361-0169
OEG-0-71-0684
November 1, 1970–October 31, 1973

The project will serve as a career development model for the state and will emphasize broadening the occupational orientation of students at the elementary, junior, and senior high level; identifying work opportunities for youth; training youths for jobs; placing students in jobs on a part-time basis prior to graduation; and assuming responsibility on the part of the schools to develop employability and to provide appropriate student placement.

Lincoln Career Education Project.
Spencer, Carl
Lincoln Public Schools, Nebr.
V361090
OEG-0-73-5290
June 1973–June 1976

Development of a master plan for implementing career education in the community is the overall goal of the project. A change/support strategy will be used to bring about change. Staff members will act as change agents. Career education will be installed in eight target schools. Data will be gathered and models tested in these schools in order that career education may be established in all schools by the end of the third year.

Expanded Vocational Education Program for Disadvantaged Youth: Occupational Guidance K-12, Comprehensive Center for Occupational Education. (Continuing Project)
Parrish, Edwin H.
Vocational and Adult Education Services, Omaha, Nebr.
0-361-0028 (Revised)
OEG-0-71-4661
June 29, 1971–June 28, 1974

The project will develop an extensive occupational guidance program for disadvantaged youth in grades K-12 in selected schools, and will develop a comprehensive Center for Occupational Education. The center will be designed as a motivational center for high school students and young persons up to age twenty-one who reside in the area and who have not adjusted to the traditional high school programs. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Career Education Program.
Paul, John T.
Clark County School District, Las Vegas, Nev.
V361028
OEG-0-73-5293
July 1973–June 1976

The program will focus on the learner at all grade levels to provide awareness of self, aptitude, and ability; a knowledge of various career fields and their ramifications; and expert guidance in career and self-assessment and in planning appropriate educational programs and skills development for entry-level employment. Disadvantaged and handicapped students will also be offered vocational guidance and training. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, job preparation in grades 10-14, and placement activities.

Research and Development Project in Career Education. (Continuing Project)
Riesenberg, John J.
Keene Union School District, N.H.
V261037L
OEG-0-72-4654
March 1972–February 1975

A comprehensive K-12 career education program will be implemented in three phases: in Phase I, curriculum will be restructured and inservice education will be used; in Phase II, this curriculum will be implemented in the schools via pilot programs in selected classrooms; and in Phase III, the revised curriculum will be made available to all teachers and students in the Supervisory Union. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Career Development—A Career Education Department from Pre-School to Adult Model Program for the Asbury Park, New Jersey School District. (Continuing Project)
Benus, Kenneth M.
Asbury Park School District, N.J.
V261003
OEG-0-72-5178
June 1, 1972—May 31, 1975

The program will provide broad career orientation and self-awareness activities at the elementary level, pre-K-5, through the New Jersey Technology for Children Program. Broad career exploration and self-awareness components will be implemented in grades 6-8 through the New Jersey Introduction to Vocations Program. Senior high students will be given additional opportunities for career exploration and decision making through career counseling, full- and part-time placement, vocational education programs, and intensive skill training. Intensive guidance and counseling will be offered.

Tri-Cultural Vocational Exploratory Career and Work Experience Education Program. (Continuing Project)
Gonzalez, Raymond
Bernalillo Municipal Schools, N. Mex.
0-361-0040
OEG-0-71-1025
February 16, 1971—February 15, 1974

The program will give all students in grades K-12 access to occupational orientation and exploration, cooperative education and work experience, intensive guidance and counseling, and placement in postsecondary training or in a job. The operational setting will encompass five Indian reservations and the student population will be approximately fifty percent Indian, forty percent Spanish-surnamed, and ten percent Anglo-Saxon. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

A Career Implementation Program for a Small Rural School: Penasco, New Mexico.
Labodda, Roger A.
New Mexico State Dept. of Education, Santa Fe.
V361139
OEG-0-73-5302
July 1973—July 1976

Revision of the total curriculum (K-14) will be undertaken in the program. The first year's goal is to allow students who have not had career awareness opportunities a chance to "catch up." During the project's second year, students will be at the career levels compatible with their grade levels. Inservice teacher workshops will be held. There will be semi-monthly and monthly inservice meetings. During the second year, implementation will continue, the media center will be expanded, and an associate of arts degree will be offered in the forestry cluster.

Career Education Project. (Continuing Project)
Murray, John P.
Buffalo Public Schools, N.Y.
V261012
OEG-0-72-5148
June 30, 1972—June 29, 1975

The project is designed to establish a Career Education Resource Center at three junior high and middle schools, each of which serves three feeder elementary schools. At age nine, students should understand the concept of work; by age twelve, they should be familiar with the broad families of occupations; and by age fifteen, they should be able to assess their own respective potentials and participate in making informed decisions regarding immediate education and occupational goals. New programs established and implemented through the project will articulate occupational training and cooperative education into existing programs.

Guided Occupational Orientation-Training and Job Placement. (Continuing Project)
Lang, Hans H.
Syracuse City School District, N.Y.
0-361-0143
OEG-0-71-1028
February 1, 1971—January 31, 1974

The project is designed to modify a school system so the resulting program will recognize occupational information and skill attainment as components of learning stages and exercises from preschool and kindergarten upward. Orientation will begin with primary education and continue through fourth grade. In fifth grade, guided occupational orientation and skill training will begin and continue through eighth grade or age sixteen. At this point, counseling and cooperative education begin.

A Developmental Program, Pre-School-Adult, in Career Education for North Dakota.
Weisenberger, Harry
North Dakota State Board for Vocational Education, Bismarck.
V361113
OEG-0-73-5277
July 1, 1973—June 30, 1974

Project objectives will be to assist students in increasing positive attitudes toward self and work; to increase career awareness and provide career orientation and meaningful exploratory experiences; to provide job preparation in a wide range of occupational areas; and to ensure placement of all exiting students in a job, postsecondary vocational-technical, or a baccalaureate program. There will be inservice workshops for teachers and counselors, attempts to establish a close working relationship between guidance and teaching personnel, continual evaluative planning, and informational meetings.

Developmental Vocational Education Project. (Continuing Project)
Sims, William
Cleveland Board of Education, Ohio.
0-361-0154
OEG-0-71-0585
September 1, 1970–August 31, 1973

This career development project will use a pyramid approach in which a broad informational-orientati approach at the elementary level will move to an orientation-exploratory approach at the junior high level and on to an exploratory-preparational approach at the senior high level. Cooperation with local manpower agencies will be promoted by students' visits to company work sites and actual work experience. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Three Pilot Career Education Programs for Grades K-10 in Ohio.
Balthaser, R. D.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
V361105
OEG-0-73-5317
June 1973–June 1976

Within a three-year period, the project will continue to expand and improve the effectiveness of the K-10 career development materials and methodology as displayed in the state curriculum guides. Each of the three sites have facilities and programs available to students in grades 11-12. Program components will include overall guidance and counseling emphasis, elementary career motivation, junior-high career orientation, senior-high career exploration, job preparation in grades 11-12, and placement activities.

Academic and World of Work Gap-Bridging Through Career Education.
Frazier, William D.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
V361058
OEG-0-73-5321
July 1973–June 1976

The program is designed to result in adoption of the career education philosophy by professional school staff to the extent that, by the third year of the project, an integrated vertical career education curriculum will be available to all students in grades K-14 in the Oklahoma Public School District. There will be mini-grants for teachers, development of twenty videotape programs covering fifteen career clusters, and a mobile unit of occupational materials for elementary schools. Program components will include overall guidance and counseling emphasis, elementary career awareness, middle school career orientation and exploration, job preparation in grades 10-14, and placement activities.

An Exemplary Comprehensive Occupational Orientation Vocational Education Program for Selected Oklahoma Schools. (Continuing Project)
Dreesen, Ralph
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
0-361-0123
OEG-0-71-0530
August 26, 1970–August 25, 1973

This career guidance program will provide vocational orientation in the elementary and junior high schools; tenth grade cluster skill training; eleventh and twelfth grade cooperative training for disadvantaged students; and intensive skill training for seniors and dropouts. The program will operate in selected Tulsa public schools (five elementary and two junior highs which feed into one selected inner-city high school). Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Comprehensive Career Education Process.
Kimball, Donovan D.
Springfield Public Schools, Oreg.
V361174
OEG-0-73-5288
July 1, 1973–June 30, 1976

Project objectives are to: continue the process of developing and implementing new and proven career education and career guidance concepts; provide a demonstration of the process used in developing and implementing concepts within career education and career guidance; and provide a visible, transportable model of career education activities, materials, and processes to interested persons. The project will be undertaken in cooperation with Lane Community College. Program components include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, job preparation in grades 10-14, and placement.

Language Experience Based Awareness + Hands On Exploration + Competency Based Preparation = A School Based Total Career Education Model.
Lareau, Edward H.
Admiral Peary Area Vocational-Technical School, Ebenburg, Pa.
V361012
OEG-0-73-5272
July 1973–June 1976

Utilizing an area vocational-technical school as a learning site and resource center for "reality bound" educational experiences in grades K-14 is the objective of the project. Emphasis during the first two years of the project will be on using existing curriculum materials as well as on developing and modifying these materials for classrooms. The third year will be used to create curriculum packets and to put finishing touches on a school-based model wherein area vocational-technical schools and high schools can be used as focal points for career awareness, exploration, and preparation for all students.

A Comprehensive Career Education Model K-14.
Cohen, Stanley B.
Philadelphia School District, Pa.
V361134
OEG-0-73-5273
July 1973–June 1976

Program objectives are: to increase pupils' self-awareness by providing them insight into their skills, potentials, and abilities relating to the world of work; to promote career awareness among program participants; to provide opportunities for career exploration; to provide skill development in the business, metal and communication clusters; and to provide job placement and counseling services for students upon leaving school. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, job preparation in grades 10-14, and placement activities.

BHQ Career Education.
Robertson, Jane H.
Allegheny Intermediate Unit, Pittsburgh, Pa.
V361093
OEG-0-73-5276
July 1973–June 1976

Bringing about career awareness in grades K-14 is the objective of the project. A career resource center will be initiated as an arm of the library in each school district, and will contain career-clustered resources and make them available to students, teachers, and community members. The centers will be open two evenings weekly; each center will be staffed by a counselor to facilitate optimum community use. First year curriculum development and adaptation will take place on grade levels 3, 6, 7, 10, and 12. The second year, the interim grades will become involved and also the post-graduate components will be developed for grades 13 and 14. Ongoing piloting revision and inservice efforts will continue in the third year.

Career Education–North Kingstown–A Model for Open Education and Community Responsibility.
Laferte, Orrin
North Kingstown Public Schools, R.I.
V361102
OEG-0-73-5304
July 1973–June 1976

The project is based on the concepts that persons need to develop the ability to make wise decisions about their future, and that learning is most effective when a person's current interests are incorporated with learning activities. Therefore, the three-year, K-12 design incorporates a highly individualized format wherein students can make decisions about their learning activities based on what they see as their current interests.

A Human Resources Career Development Model for Pawtucket, Rhode Island in Conjunction with the Pawtucket Model Cities Agency. (Continuing Project)
Melucci, Edward M. J.
Pawtucket School System, R.I.
0-361-0155
OEG-0-71-1912
March 1, 1971–February 28, 1974

General curriculum features of the project are a broadly based occupational orientation at the elementary level, occupational exploration at the middle school level; and specific (including cooperative and intensive training programs) at the senior high level. Guidance will be available at all grade levels and a placement director will serve the high school students. Components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

An Exemplary Career Education Effort in School District II of Richland County
Holden, H. Dale
Richland County School District II, Columbia, S.C.
V361011
OEG-0-73-5235
June 1973–June 1976

Major career education concepts will be infused into the total curriculum as a result of this project. The program will identify processes that lead to the desired goal of an expanded curriculum which includes career education emphasis. The first year, all stu-

dents through the ninth grade are involved in career education through efforts which refocus the existing curriculum. Meanwhile, a high school task force will develop and pilot approaches to be used in the project's second year. Special guidance and training activities will be developed and implemented at all levels.

Statewide Implementation of K through 14 Project of Career Education, Occupational Counseling & Bridging the Gap Between School and Work.
Carlson, Clayton
South Dakota State Board of Vocational Education, Pierre.
V361015
OEG-0-73-5291
July 1, 1973—June 30, 1976

Two major objectives will be accomplished by this project. First, all public and private schools will be assisted in implementing career development programs in their individual schools. The second is to provide every student an opportunity to develop self-awareness and a favorable attitude toward work, and to assist each student in developing and practicing appropriate career decision-making skills. The objectives will be accomplished through the development of a state-wide program of inservice education for the teaching staff, counselors, and administrators.

K through 12 Project of Career Development Occupational Counseling, and Bridging the Gap between School and Work. (Continuing Project)
Stone, Thomas C.
Southern State Coll., Springfield, S.Dak.
0-361-0159
OEG-0-71-0526
September 14, 1970—September 13, 1973

The program is designed to include all students of public and private schools within the Watertown District in a career education awareness program. The program will include integrating occupational information into the elementary curriculum (K-6); implementing programs of occupational information, orientation, and exploration into the secondary curriculum (7-12); identifying disadvantaged and handicapped students and a program of cooperative education designed for them; and offering an intensive occupational counseling and vocational education program for those leaving school who have not been previously enrolled in vocational education.

Tennessee Exemplary Project in Career Education.
Griffin, H. Brown
Greeneville City Schools, Tenn.
V361184
OEG-0-73-5274
July 1973—June 1976

By the second year of this project, all K-12 students in the Greeneville City Schools and 28.53 percent of students in the Greene County Schools will be participating in career awareness, exploratory, and preparation activities. An operational postsecondary component will insure the articulation of the secondary career preparation program into job placement, vocational-technical training, two-year postsecondary institutions, and four-year colleges or universities.

A Career Education Counseling Project.
Cron, C. Thomas
Corpus Christi Independent School District, Tex.
V361108
OEG-0-73-5255
June 1973—June 1976

Opportunities will be provided to students in grades K-12 to increase self-awareness and to develop and practice appropriate career decision-making skills as a result of the project. Students will be given information about jobs and helped in developing attitudes about the personal, psychological, social, and economic significance of work. In addition, an out-of-school youth component will provide counseling services and job-preparatory training courses. The project will utilize a community advisory committee to provide suggestions and reactions.

Vocational Opportunities Integrated in Current Education (VOICE). (Continuing Project)
Antu, Lous U.
San Antonio Independent School District, Area III, San Antonio, Tex.
0-361-0158
OEG-0-71-0586
August 26, 1970—August 25, 1973

The program is a cooperative effort between the school district and community resources to establish a guidance and counseling program for young people. The impact of the project will be in the Model Cities neighborhood areas. The major focus is to provide in-school and community-based guidance and counseling services at the elementary school level. In junior high, the effort will be made to develop curricula which relate occupational education to standard academic subjects. The ongoing bilingual vocational office education program will be provided during summer months or after school hours.

Coordinated Effort for Career Education.
Peveto, Sidney K.
Grayson County Coll., Sherman/Denison, Tex.
V361070
OEG-0-73-5309
July 1973—June 1976

The project will enable all students in grades K-12 to participate in career awareness, investigation, and group guidance activities by its third year of operation. In addition, an operational postsecondary component will ensure the articulation of the secondary career preparation programs into two-year, postsecondary institutions. Program components will include overall guidance- and placement-counseling emphasis, elementary career awareness, junior high career orientation and exploration, and job preparation in grades 10-14.

Project RACE: Researched Activities for Career Education.
Finley, Jack C.
Weatherford Independent School District, Tex.
V361177
OEG-0-73-5306
July 1973—June 1976

A pyramiding career education program, K-14, will be established to meet the students' needs in career awareness, investigation, exploration, and employability-skills phases, and to aid them in preparation for their futures. A comprehensive guidance and counseling program coordinated with the placement and followup activities will insure the involvement of the total student and continual revision and evaluation of the curriculum. Guidance activities will be available for the disadvantaged.

A Continuum Model for Career Development Education K-14.
Wright, Donald
Davis County School District, Farmington, Utah.
V361200
OEG-0-73-5315
July 1, 1973—June 30, 1976

All facets of career education in Davis County will be brought together in a synthesized whole in this project. The major objective is to assure that children will have backgrounds in and understandings of the world of work so that they may be placed at the next step toward their career goals when they leave the system. On all levels, K-12, personnel preservice and inservice workshops, state and district specialists, and outside consultants will be used in formulating and implementing the program. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, job preparation, and placement activities.

Integrated Vocational Education Program. (Continuing Project)
McNutt, Lawrence
Franklin Northeast Supervisory Union, Richford, Vt.
1-361-0172
OEG-0-71-2394
March 1, 1971—February 28, 1974

The program will conduct an integrated vocational education program in a rural area of Vermont presently not served by an area vocational center. Occupational orientation, exploration, and vocational education will be integrated into subjects in grades K-12. Cooperative work experience and the lease or purchase of one to four business enterprises will provide practical experiences in the world of work to students. Job placement responsibility will be assumed by the staff. Dropouts will be specifically identified and causes for their leaving school will be sought in order to plan preventive and remedial programs.

Windham Central Career Education Project.
Corwin, Bruce
Windham Central Supervisory Union,
Townshend, Vt.
V361088
OEG-0-73-5303
July 1973—June 1976

A comprehensive career education model will be developed through staff development and community involvement and then disseminated throughout the state through cooperative arrangements with the State Division of Vocational Education. A major focus of the project will be providing service to other Vermont school districts through inservice activities, disseminating materials, and serving as a resource on career education. The project will concentrate on providing career awareness and self-awareness activities at the elementary level using occupational clusters and at the secondary level by emphasis on skill development, work experience, and placement.

Career Education Now-Model of Career Education Curriculum K-14 For Rural-Urban School District.
Turpin, Jerry
Bedford County Public Schools, Va.
V361020
OEG-0-73-5310
June 1973—May 1976

Career education will be a total school program, K-14, when this program is fully developed. Special emphasis will be given to those students who exit from the school system, either as graduates or dropouts, and an extensive follow-through will be made on each. Cooperation between the project and area postsecondary schools will be developed. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior-high career orientation and exploration, job preparation in grades 10-14, and placement activities.

Central Area Schools Occupational Development Program. (Continuing Project)
Hunter, Richard C.
Seattle Public Schools, Wash.
0-361-0168
OEG-0-71-1171
December 15, 1970—December 14, 1973

The project plan is to establish an occupational development program extending from fifth through twelfth grades so that every student will complete high school with a marketable skill. A curriculum development specialist will design curriculum supplements in all skill areas to ensure such employability. The high school involved will operate on two campuses, with one being designated as the center for science and technology. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Highline Career Alternatives Model.
Yormark, Ben A.
Highline Public School District, Seattle, Wash.
V361123
OEG-0-73-5289
June 1973—June 1976

The program is designed to implement a district-wide, K-14 career education program that will address the areas of human needs, intellectual skills, career alternatives, and civil rights and responsibilities. Early Vocational Awareness (EVA), a system of resource packets, will be used by elementary classroom teachers. A work-sample exploration will be used at the junior high level, as well as by older students who are physically, mentally, or socially handicapped. A career-value-renewal task force will be used, as well as employment skill clusters, a placement system, and a career guidance and counseling emphasis.

A Design for Establishment of a Career Oriented Educational Program Through a Regional Education Service Agency.
Burdette, Clarence E.
West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
V361161
OEG-0-73-5295
July 1973 - June 1976

A K-12 career education program will be implemented in a seven-county area serviced by a Regional Education Service Agency. Each of seven local boards of education and a community college serving the area will be involved in a comprehensive career education project incorporating the goals of educational and occupational competency for all students. The activity-center project design will be flexible in nature to meet the differing needs of students in the respective educational agencies involved. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, and career preparation in grades 10-12.

Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. (Continuing Project)
Holstein, Herbert
Lincoln County Schools, Hamlin, W. Va.
0-361-0170
OEG-0-71-0682
January 1, 1971—December 31, 1973

The project will supplement an expanded program of vocational education being planned for an area vocational facility to begin in Lincoln County in the summer of 1971. A total concept of occupational education beginning in grade 1 with career awareness through skill development and job placement in grade 12 will be implemented. Academic and vocational education aspects will be blended into the curriculum at all grade levels. Concentrated inservice training will be provided. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area.
Pendleton, J. Robert
Western Wisconsin Technical Inst., La Crosse.
V361185
OEG-0-73-5297
June 1973—June 1976

The project delivery system will be geared to the educational and geographic needs of the predominately rural area and is based on the development of the five strategically located career and continuing education centers. By the third year, five career and continuing education centers with extensive career information libraries, curriculum materials, and other resources will bring career education within reach of every person in the district. Articulation of K-12 with postsecondary education will be accomplished by correlating the established continuing education program with intensive action in career awareness, exploratory, and counseling activities.

Articulation of Occupational Orientation Education, and Placement in Private and Public Elementary, Secondary and Postsecondary Schools. (Continuing Project)
Bingner, Charles

Wisconsin State Board of Vocational, Technical, and Adult Education District II, Sheboygan.
1-361-0166
OEG-0-71-1027
February 26, 1971—February 25, 1974

The program will provide an articulated K-14 occupational orientation, education, and placement in elementary, secondary, and postsecondary schools, respectively. The first year operational setting will include sixteen elementary schools, three junior high schools, and two senior high schools. A career guidance mobile unit will be used by all grade levels and a K-14 curriculum in occupational orientation will be established. Junior high counselors will take part in a special summer orientation program on vocational curriculum and job openings.

Career Education for Persons in Rural Areas—Primary Focus on Adults 16 and Over.
Paulsen, Russell
North Central Technical Inst., Wausau, Wis.
V361036
OEG-0-73-5292
July 1973—June 1976

Focus of the project will be on providing education activities to adults in the district by working in sixteen public school districts where adult education classes are held. Inservice programs for teachers in K-12 will be held in cooperation with local school districts, cooperative education service areas, representatives, the Department of Public Instruction, and the Wisconsin Board of Vocational, Technical and Adult Education. Program components will include overall guidance and counseling, elementary career awareness, junior high career orientation and exploration, job preparation in grades 10-14, placement activities, and coordination with North Central Technical Institute's full-time postsecondary programs.

The Development and Demonstration of a Functional Model System of Occupational Education for Wyoming Public Education K-14. (Continuing Project)
Sizemore, Paul
Wyoming State Dept. of Education, Cheyenne. Div. of Vocational-Technical Education.
0-361-0023
OEG-0-71-0579
August 26, 1970—August 25, 1973

Development of curriculum, instructional materials, and teaching procedures; inservice training; and implementation of a functional occupational education program model will be provided in the program in a location which has an established K-14 curriculum. Wyoming Occupational Resource Kits will be developed to supply information on jobs to students. Emphasis will be on individualized instruction and an interdisciplinary multimedia approach. Cooperating in the project will be the State Department of Education, Central Wyoming Community College, and School District Number 25 at Riverton, Wyoming.

A Model Project in Career Education K-12.
Talagan, Dean P.
Wyoming State Dept. of Education, Cheyenne.
V361203
OEG-0-73-528
June 1, 1973—June 30, 1976

Students will be assisted in making a rational career choice based upon self-knowledge, knowledge of job possibilities, and hands-on experience in chosen areas as a result of this project. Mastery of entry-level skills in chosen careers and adequate preparation in related academic skills will be emphasized. Students will be assisted in exhibiting responsibility by completing work plans. The program will be implemented in a five-step process: development of awareness attitudes and commitment in staff, development of staff skills in curriculum development, acquisition and/or development of curriculum materials, classroom implementation, and the promotion of community involvement.

Career Guidance.
Benioni, Patoa
American Samoa Dept. of Education, Pago Pago.
V361053
OEG-0-73-5320
July 1973—June 1976

Resource specialists and counselors in this project will provide current career information to students in grades 9 through 12 in four public high schools. An inservice training program will be conducted to ensure coordination between the resource specialists and the school counselors. The counselors will personally interview students and help them determine applicable career exploratory experiences and will provide career information developed by the resource specialists. The counselors will then place students in the world of work.

Research and Development Project in Career Education. (Continuing Project)
Reinhart, Richard
American Samoa Dept. of Education, Pago Pago.
V261048L
OEG-0-72-1233
February 24, 1972—February 23, 1975

The project will develop and implement a career guidance program to enable students to become aware of the options open to them in the world of work and to make a job placement service available

to them. Three high schools with a student enrollment of 1,800 will participate in the program. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Building Maintenance and Repairs—Pre-Vocational. (Continuing Project)
Ball, Robert
George Washington Junior High School, Agana, Guam.
V161178
OEG-0-72-0640
January 3, 1972—January 2, 1975

The project will design a pre-vocational course especially suited to the educational needs and interests of over-age junior high school boys. The students will have an opportunity to participate in building maintenance and repair courses which will prepare them for a semi-skilled trade position. Participants will attend academic classes in the morning and vocational classes in the afternoon. The Guam Industrial Education Association, the associate superintendent of building and grounds, and the Guam Vocational and Technical School principal will serve in an advisory capacity.

Career Awareness Packages for Elementary and Secondary (CAPES).
Pierce, Duane I.
Guam Dept. of Education, Agana.
V361051
OEG-0-73-5298
July 1973—June 1976

The project will develop career awareness packages to be used by elementary- and secondary-level classroom teachers, K through 9, after they have taken part in inservice training workshops. These packages will contain locally developed, career-oriented resource materials, media presentations, lists of resource persons (business, military, government, and parents), pertinent field trips, and use of written instructional materials. Program components include overall guidance and counseling emphasis, including self-awareness, attitudes toward work, and career decision-making skills.

Carolina School District Sequential Approach to Career Orientation and Preparation. (Continuing Project)
Sanchez, Gladys
Puerto Rico State Dept. of Education, Hato Rey.
0-361-0164
OEG-0-71-0654
October 1, 1970—September 30, 1973

The program will provide young people with school and work experiences which will enable them to adapt to the rapid economic growth of the Commonwealth. Fifth graders will be exposed to the world of work and emphasis in junior high will be on construction and manufacturing fields. In senior high, emphasis will be on counseling and guidance. Students will be taught entry-level job skills. Other components of the program will include a bilingual business occupations curriculum, a basic culinary arts program, use of cooperative programs, and services of a placement team.

Research and Development Project in Career Education. (Continuing Project)
Sanchez, Gladys
Puerto Rico State Dept. of Education, Hato Rey.
V261050L
OEG-0-72-4349
May 1972—November 1973

The career education project will take place in Humacao, an urban area of 35,655 persons which is becoming more urban and industrial and less agricultural and rural. A career awareness coordinator will coordinate project efforts at the elementary school level. Elementary subjects will be reorganized around a career development theme. At the junior high level, students will have opportunity for career orientation and exploration activities. The program will be based on systems concepts, define guidance criteria in terms of behavioral objectives, and provide for corrective feedback based on evaluation of program achievements. A placement service will be established.

Research and Development Project in Career Education.
de Charneco, Amalia Ll.
Puerto Rico State Dept. of Education, Hato Rey. Area for Vocational and Technical Education.
V361204
OEG-0-73-2991
June 1973—June 1974

The program is designed as a planning grant to develop a comprehensive plan for career education in Puerto Rico. Participants in the planning activity will include representatives from public and private education, government agencies, labor, commerce, industry, and from those elements of the community which have significant importance to the purposes of career education. Among staff activities will be developing a specific plan of action for the planning grant, reviewing informational materials on career education pertinent to the needs of Puerto Rico, nominating the Career Education Component advisory committee, and coordinating the project with other operating ones in Puerto Rico.

Career Awareness Curriculum Development and Implementation Project Providing Exploratory and Student Counseling Activities.
Brandner, William
Trust Territory of the Pacific Islands Dept. of Education, Saipan.
V361149
OEG-0-73-5296
June 1973—October 1974

The program will attempt to structure the entire educational program around work and educational opportunities and activities, integrate academic knowledge and skills with occupational training, include community resources and non-school education opportunities, and provide a relevant educational program for each student through an extensive career counseling-oriented curriculum in grades K-12. Teachers will assist in revising, implementing, field testing, and evaluating the curricula. The Community College of Micronesia will also be involved in this endeavor. Also integrated in the curriculum will be information from the Nett Municipality Cultural Center.

Research and Development Project in Career Education. (Continuing Project)
Smith, Wilburn
Virgin Islands Government Dept. of Education, Charlotte Amalie.
V261051L
OEG-0-72-1101
February 10, 1972—August 9, 1973

The program will develop in elementary students an awareness of the broad range of career opportunities available and increase both the awareness of opportunities for vocational education and the range of career orientation experiences at the junior high level. A complex of island schools, serving 2,600 students, will be the project site.

PART I. CURRICULUM DEVELOPMENT

Career Education System Cluster—Public Service.
Weagraff, Patrick
California State Board for Vocational Education, Sacramento.
V157020A
OEG-0-71-4780
June 30, 1971—April 30, 1973

This project proposes to identify those competencies necessary to the public service occupational cluster and to develop the needed instructional materials and media to implement a comprehensive public service occupations program. In grades K-6, pupils' self-awareness and occupational awareness and aspirations will be developed; in grades 7-8, students will be assisted in evaluating their interests, abilities, and needs and provided with exploration opportunities; in grades 9-10, pupils will be provided with indepth exploration and training in one occupational cluster and guidance and counseling to assist them in selecting an occupational specialty; and in grades 11-12, students will be provided intensive preparation for job entry or further education, and placement aid. Continuous followup of dropouts and graduates will be maintained.

Development and Validation of Curricula for Allied Health Occupations.
Anderson, Miles H.
California Univ., Los Angeles. Div. of Vocational Education.
V357002
OEG-0-73-2828
May 1, 1973—April 30, 1974

The objectives of this project include (1) completing the developing of innovative instructional materials on a modular basis with maximum vertical and horizontal articulation leading to exemplary curricular perspective occupations for task analysis or task inventory; (2) using seminars and workshops to instruct teachers to use materials effectively; and (3) evaluating instructional materials, educational institutions, and health care facilities by determining their effectiveness in training students to achieve the performance objectives and by comparing outcomes of other training programs.

State Vocational Technical Education Curriculum Laboratory Grant.
Weagraff, Patrick
California State Dept. of Education, Sacramento. Div. of Vocational-Technical Education.
V257023A
OEG-0-72-4686
October 31, 1973—December 29, 1973

The purpose of this funding is to provide for the production and dissemination of high-priority curriculum materials, as designated by USOE, to appropriate administrators throughout the United States. These materials are ones which have been developed with USOE funds.

Career Education Development for Business and Office Occupations.
Huffman, Harry
Colorado State Univ., Ft. Collins.
V357015
OEG-0-73-5230
July 1, 1973—June 30, 1975

This project will compare four products for a career education curriculum in business and office education, grades K-14, with particular emphasis on teaching material suitable for grades 7-9. The four types of products are student learning packages and modules; correlated teacher's manuals; curriculum planning and strategy for use in grades K-14; and a bibliography of instructional materials that will articulate the technical and skill levels in grades 10-14. To maximize the programmatic results, the project will establish coordination and liaison with other related curriculum projects.

Career Education in Public Education Mission, Goals and Methods.
Jesser, David L.
Council of Chief State School Officers, Washington, D.C.
V357008
OEG-0-73-1369
April 2, 1973—November 29, 1974

The Council of Chief State School Officers proposes to conduct a study of present curriculum methods for career education in the states including models for career education organized in six school districts. The study will review and make recommendations concerning (1) concepts of career education as defined, (2) identification of appropriate elements by USOE, (3) adaptation of career education curriculum as developed by the Curriculum Center for Occupational Adult Education to the individual needs of the state, and (4) methods of state organization and leadership of career education programs.

To Provide a Plan for Dissemination of Career Education.
Perkins, J. Ashbridge, Jr.
Peat, Marwick, Mitchell and Co., Washington, D.C.
V357016
OEC-0-73-6307
May 31, 1973—November 28, 1973

This project is part of a broad effort to restructure the nation's educational system around a career education theme. The objectives include (1) developing criteria for identifying a range of useable career education materials for distribution to interested local school districts; (2) identifying thirty instructional units which meet the selection criteria and are approved by USOE as represented by the Bureau of Occupational and Adult Education (BOAE) and the Division of Education's Dissemination Review Panel (DRP); and (3) providing prototype copies of materials to the seven state vocational and technical education curriculum laboratories for editing and reproduction.

National Concrete Technology Curriculum Development Program, Phase III.
Brown, J. R. D.
Portland Cement Association, Skokie, Ill.
V257997A
OEG-0-72-1500
March 15, 1972–March 14, 1973

The purposes of this three-year project are to design a curriculum and prepare all instructional aids such as lesson outlines, visual aids, laboratory manuals, and text materials for five courses (Phase I); field test the curriculum materials in selected schools (Phase II); and rewrite, edit, and complete the curriculum materials (Phase III).

State Vocational Technical Education Curriculum Laboratory Grant.
Reynolds, William E.
Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.
V257026A
OEG-0-72-4684
October 31, 1973–December 29, 1973

The purpose of this funding is to provide for the production and dissemination of high-priority curriculum materials, as designated by USOE, to appropriate administrators throughout the United States. These materials are ones which have been developed with USOE funds.

The Arts and Career Education: Toward Curriculum Guidelines.
Smith, Ralph A.
Board of Trustees of Illinois Univ., Urbana.
V357001
OEG-0-73-2738
November 1, 1972–June 1, 1973

The goal of this project is to determine the relationships between the arts and career education. A three-day conference will be held to systematically examine a number of theoretical and practical issues as they pertain to an understanding of career education and the arts and related agencies as an occupational cluster. The conference will invite state-of-the-art critiques of pertinent literature; and consider the relationships between work and leisure and between art, work, leisure, and play. The conference will also involve a critique of the literature discussing institutional aspects of art.

State Vocational Technical Education Curriculum Laboratory Grant.
Bruce, Herbert
Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
V257025A
OEG-0-72-4683
October 31, 1973–December 29, 1973

The purpose of this funding is to provide for the production and dissemination of high-priority curriculum materials, as designated by USOE, to appropriate administrators throughout the United States. These materials are ones which have been developed with USOE funds.

Career Education Curriculum Development for Marketing and Distribution Occupations.
Gordon, Alice K.
Contract Research Corp., Belmont, Mass.
V357017
OEG-0-73-5233
July 1, 1973–June 30, 1975

This project proposes to (1) prepare a document for program planners which conceptualizes and illustrates a pragmatic approach by identifying and presenting information and experiences relating to marketing and distribution occupations within the framework of general and academic subjects and job preparatory and skill development subjects in all levels of career development; and (2) prepare curriculum guides for teacher use encompassing a two-level marketing and distribution exploratory curriculum appropriate for grades 7-9 including outlines for broad orientation exploration and indepth exploratory experiences to achieve identified elementary employment skills.

Development and Evaluation of Educational Programs in Bio-Medical Equipment Technology–Phase IV.
Hozid, Joseph
Technical Education Research Center, Cambridge, Mass.
V257998
OEG-0-8-000973-1873
September 1, 1972–December 31, 1973

The purpose of this ongoing project is to help plan, evaluate, and implement technician education programs in bio-medical equipment technology (BMET) at the postsecondary level. Activities will include testing and publishing instructional materials and program planning materials needed by (1) the seventy schools operating and planning BMET programs in cooperation with the BMET project, and (2) other schools which may be interested in establishing BMET programs. This research and curriculum development project will be implemented in close cooperation with approximately seventy community and junior colleges, technical institutes, and other educational institutions in twenty-eight states.

Development and Evaluation of Educational Programs in Electro-Mechanical Technology.
Hozid, Joseph
Technical Education Research Center, Cambridge, Mass.
V257999
OEG-7-8-000219-0057
September 1, 1972—August 31, 1973

The purpose of this ongoing project is to help plan and implement interdisciplinary technician education programs in electro-mechanical technology at the postsecondary level. Activities will include publishing instructional materials, completing an administrators' planning guide and a staff training guide, disseminating materials, and writing a final report. This research and curriculum development project will be implemented in close cooperation with twenty-one community and junior colleges, technical institutes, and other educational institutions in twelve states.

Nuclear Medical Technician Program.
Hozid, Joseph
Technical Education Research Center, Cambridge, Mass.
OEG-0-8-070313-4602
August 1, 1972—September 14, 1973

The purpose of this ongoing project is to help plan, evaluate, and implement technician education programs in nuclear medicine technology (NMT) at the postsecondary level. The major effort will focus on transplanting NMT programs to additional schools, and will utilize feedback from schools and employers to facilitate the development of increasingly adaptable and relevant NMT programs in schools throughout the country. This research and development project will be implemented in close cooperation with thirty community and junior colleges, technical institutes, and other educational institutions in nineteen states.

Development, Demonstration, and Evaluation of Management Education. Program for Small Business Entrepreneurs, Including Minorities.
Persons, Edgar A.
Minnesota Univ., Minneapolis. Coll. of Education.
V357013
OEG-0-73-5245
June 1, 1973—June 1, 1975

The purpose of this project is to develop, demonstrate, and evaluate a comprehensive management education program for small business entrepreneurs. The proposed project will adopt a prototypical model which has already demonstrated its utility for training entrepreneurs by involving them in computerized management information systems. Phase I of the project will be devoted to system design and development which will include the development of a business record and analysis system. Phase II will include programs to be organized in vocational and technical schools.

Touch-Team Approach for Occupational and Useful Education.
Stone, Naomi
Staples Independent School District 793, Minn.
V357012
OEG-0-73-5243
June 15, 1973—June 15, 1976

The purpose of the project is to develop, validate, and disseminate a student-centered instructional system for rural youth in grades 10-12 designed to increase their awareness of and provide them with initial preparation for their several roles as adults in a continually changing society. The curriculum will also be used in a system for adults to improve the level of living and quality of life. Specific objectives of the project include (1) developing the management forms and assessment tools to be used by the facilitator and the individual students in organizing the touch instructional system, and (2) field testing the instructional system in designated rural high school test sites.

State Vocational Technical Education Curriculum Laboratory Grant.
Wall, James E.
Mississippi State Univ., State College. Coll. of Education.
V257022A
OEG-0-72-4685
October 10, 1973—December 29, 1973

The purpose of this funding is to provide for the production and dissemination of high-priority curriculum materials, as designated by USOE, to appropriate administrators throughout the United States. These materials are ones which have been developed with USOE funds.

Business and Office Education: Curriculum Guidelines.
Kingston, Carmela C.
Trenton State Coll., N.J. Div. of Business.
V357003
OEG-0-73-1182
September 15, 1972–December 31, 1973

This project proposes to develop curriculum guidelines for the area of business and office education. A three-day national conference for state supervisors of business and office education, selected business education teachers, and representatives of other groups in business and office education will be held to solicit input from the field toward development of curriculum guidelines. The curriculum guidelines will address the need for commonalities and minimum standards in curriculum, the cluster approach to business and office education curriculum development, and the need for curriculum reform in business and office education.

Job Cluster for Manufacturing Occupations at the High School Level.
Buchanan, A. C.
New Jersey State Board for Vocational Education, Trenton.
V157018B
OEG-0-71-4687

The purpose of this project is to develop a set of comprehensive curriculum guidelines for the manufacturing clusters that may be used to prepare high school students for occupations. The guidelines will contain in-depth occupational exploration and beginning specialization in one or more clusters for grades 9-10. For grades 11-12, the guides will provide specialization in one job family or intensive skill training necessary to prepare students for job entry.

Regional Management Center for Vocational, Technical and Career Education Curriculum–Northeast.
Kelly, Joseph F.
New Jersey State Dept. of Education, Trenton.
V357010
OEG-0-73-6293
June 15, 1973–December 15, 1974

The purpose of this project is to assist the existing vocational and technical curriculum laboratory in New Jersey to (1) improve its capability as a curriculum management center for the state of New Jersey; (2) reorient its efforts toward curriculum management in career education; and (3) provide leadership in regionalizing curriculum management in the Northeast region which includes Maine, Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, New Jersey, Delaware, and Maryland.

Career Education System Clusters–Transportation.
Petrie, Edwin T.
Ohio State Board for Vocational Education, Columbus.
V157017B
OEG-0-71-4691

The purpose of this project is to prepare curricula for the cluster of transportation occupations at the high school level. The objectives of the project include (1) providing indepth exploration and training in one occupational cluster in preparation for job entry or further education for grades 9-10; (2) providing intensive preparation in a selected occupaton for job entry or further education for grades 11-12; (3) providing guidance and counseling; and (4) maintaining continuous followup of all dropouts and graduates to provide information for program efficiency.

State Vocational Technical Education Curriculum Laboratory Grant.
Meek, Ronald
Oklahoma State Dept. of Vocational Technical Education, Stillwater.
V257024A
OEG-0-72-4682
October 31, 1973–December 29, 1973

The purpose of this funding is to provide for the production and dissemination of high-priority curriculum materials, as designated by USOE, to appropriate administrators throughout the United States. These materials are ones which have been developed with USOE funds. This funding will also provide for collecting newly developed state materials on a continuing basis and preparing and disseminating supplements on an annual basis.

Communications Media Occupations Cluster Continuation Project.
Foust, W. Lee, Jr.
Oregon State Dept. of Education, Salem.
V157019B
OEG-0-71-4685

This project proposes to develop a set of comprehensive curriculum guidelines for the communication and media occupational cluster for use at the high school level. The objectives of the project include (1) reviewing, analyzing, and modifying current designs of the communications and media cluster; (2) identifying educational competencies necessary to the cluster; (3) producing a set of curriculum guidelines; (4) developing common core curricula at the tenth grade level designed to provide indepth exploration and training in the communications and media cluster; and (5) facilitating the development of entry-level skills and foundations for further progress.

Career Education System Cluster—Construction.
Fitz, W. H.
Texas State Board for Vocational Education, Austin.
V157016B
OEG-0-71-4664

This project will develop a set of comprehensive curriculum guides and materials for the construction industry to be used in exploratory or training programs at the secondary level. The guides will provide a comprehensive overview of the general field of construction, semiskill or skill training appropriate to the selected occupational area; planned and supervised work experience through cooperative on-the-job training programs; and skill attainment to ensure job placement upon completion of each major phase of curriculum.

TAMU Career Education Articulation Project.
Thomas, Roy
Texas A and M Univ., College Station. Coll. of Education.
V357014
OEG-0-73-6291
June 15, 1973—June 15, 1974

The goal of this project is to identify and study career education articulation problems from the secondary level to the postsecondary level and develop suggested guidelines for solving these problems. The major objectives of the project are to identify and collect information and materials concerning problems and solutions for targeted customers and projects, analyze the articulation data and identify problems of articulation, and develop suggested guidelines for implementing and facilitating articulation in career education for target areas at the secondary and postsecondary levels.

Laser and Electro-Optical Technology Project.
Hull, Daniel M.
Technical Education Research Center, Waco, Tex.
V257996
OEG-6-0-080491-4701
July 1, 1972—August 14, 1973

This ongoing research and curriculum development project will be implemented to systematically provide the necessary program planning, instructional, and other materials and services to assist community and junior colleges, technical institutes, and other educational institutions throughout the country to plan and implement technician education programs in laser and electro-optical technology. Activities and products include the completion and publication of first- and second-year instructional materials and administrators' planning guides.

Regional Career—Vocational Technical Education Curriculum Laboratory—Northwest.
Wood, Jay M.
Washington State Coordinating Council for Occupational Education, Olympia.
V357009
OEG-0-73-6290
June 15, 1973—December 15, 1974

The purpose of this funding is to provide for the production and dissemination of high-priority curriculum materials, as designated by USOE, to appropriate administrators throughout the United States. These materials are ones which have been developed with USOE funds.

FISCAL YEAR 1974

SUMMARY

Part C. Research

The ninety-three projects awarded for this fiscal year are grouped by the following priority areas:

Curriculum Studies (twenty-four projects)
Disadvantaged, Handicapped, and Minority (eleven projects)
Alternative Work Experience (eighteen projects)
Guidance, Counseling, Placement, and Followup (nineteen projects)
Manpower Information and Systems for Education (twenty-one projects)

Funds appropriated were $9,000,000.

Part D. Exemplary

Of the sixty-nine projects listed, six are new and sixty three are continuations from previous years. Appropriation: $8,000,000.

Part I. Curriculum Development

Twenty-eight projects were funded with an appropriation of $4,000,000.

SOURCE DOCUMENTS

U.S. Department of Health, Education, and Welfare, Office of Education. *Applied Research Projects Supported in FY 1974 Under Part C of the Vocational Education Amendments of 1968.* ED 099 658. Washington, D.C.: Bureau of Occupational and Adult Education, June 1974.

U.S. Department of Health, Education, and Welfare, Office of Education. *Abstracts of Exemplary Projects in Vocational Education Supported Under Section 142(c) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576).* ED 099 518. Washington, D.C.: Center for Adult, Vocational, Technical, and Manpower Education, June 1973.

U.S. Department of Health, Education, and Welfare, Office of Education. *Abstracts of Exemplary Projects in Vocational Education Supported Under Section 142(c) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576).* ED 099 523. Washington, D.C.: Bureau of Occupational and Adult Education, June 1974.

PART C. RESEARCH

PRIORITY: CURRICULUM STUDIES

Designing Educational Learning from Task Analysis.
Patterson, Stanley D.
Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
V0022VZ
OEG-0-74-1710
June 1, 1974—November 30, 1975

The project will develop catalogs of performance objectives and criterion referenced measures based on occupational analysis and will utilize the catalogs in developing curriculum materials. The catalogs of performance-based objectives will be translated into curriculum materials which will be disseminated to appropriate vocational educators. An adoption of the Air Force System for task analysis and performance objectives development will be used in project design.

A Pilot Project to Generate Critical Analyses of Problems and Processes in Operational Strategies and Components Essential to College-Wide Competency Based Curricula.
Laws, Ruth M.
Delaware Technical and Community Coll., Dover.
V0021VZ
OEG-0-74-1709
March 1, 1974—September 30, 1975

A paradigm applicable to development of a college-wide learning system and the development of a competency-based prototype system for selected occupations in the personal service career cluster will be the results of this project. A curriculum laboratory will be established to afford students, faculty, counselors, and other staff members an opportunity to generate, test, analyze, and evaluate various procedures and products.

Development of a Curriculum Delivery System for Individualizing Instruction in Vocational-Technical Education.
Mills, Joe D.
Florida State Dept. of Education, Tallahassee.
V0155VZ
OEG-0-74-1645
June 15, 1974—December 14, 1975

A curriculum delivery system for individualizing instruction in vocational and technical education will be developed in this project. Specific objectives include development of a theoretical framework for the system; identification of contributing components and system processes; development of validated criteria to be used in the selection, organization, and presentation of learning experiences; and the field test and refinement of criteria used in the teaching and learning process.

A Project to Computerize Performance Objectives and Criterion-Referenced Measures in Occupational Education for Research and Determination of Applicability to Handicapped Learners.
Childers, Bob E.
Southern Association of Colleges and Schools, Atlanta, Ga.
V0249VZ
OEG-0-74-8581
June 30, 1974—December 31, 1975

A system for computerizing, storing, and retrieving catalogs of performance objectives and criterion-referenced test items will be devised. This system will permit deficient performance objectives and criterion-referenced measures to be identified from experience and information obtained by field testing activities of the Vocational-Technical Education Consortium of States (V-TECS). Information so derived will become an integral part of the activities under development by the consortium of seven states associated in the V-TECS.

A Proposed System for Implementing Vocational Education Articulation Agreements in the University of Hawaii's Community Colleges and with the Hawaii State Departments of Education.
Boggs, Minnie E.
Hawaii State Dept. of Education, Honolulu.
V0274VZ
OEG-0-74-1649
July 1, 1974—June 30, 1975

The project will develop and test a system for implementing the recommendations contained in the vocational education articulation agreements in the University of Hawaii Community Colleges and with the Hawaii State Department of Education's secondary vocational education programs. Job performance standards will be identified and developed. An articulated counseling and testing program will be identified, described, selected, and recommended.

Competency Based Curriculum Development.
Bruce, Herbert
Kentucky State Dept. of Education, Frankfort.
V0100VZ
OEG-0-74-1750
June 1, 1974—November 30, 1975

Thirteen curriculum packages for thirteen vocational areas will be developed in this project and selected personnel will be taught to develop competency-based curriculum packages. The effectiveness of the curriculum packages will be compared with curriculum now being used in currently existing programs. A committee of five vocational and technical teachers and one technical content specialist will be recruited for each of the priority areas to design an area's curriculum package.

A Study for the Articulation of Competency-Based Curricula for the Coordination of Vocational-Technical Education Programs in Louisiana.
Enloe, Gertrude M.
Louisiana State Dept. of Education, Baton Rouge.
V0258VZ
OEG-0-74-1744
June 1, 1974—December 30, 1975

Supplemental information regarding teacher education, teacher certification, equipment, and cost analysis by program will result from this study of vocational education curricula. The project will be accomplished by subcontracting to institutions under the Louisiana State University system, the State Board of Education, and other recognized research agencies. A plan will be developed to coordinate instruction between high schools, vocational and technical schools, and colleges through the use of standardized competency-based curricula.

Project CAREER/CAN (Career Analysis Network).
Lamo, Vincent P.
Massachusetts State Dept. of Education, Randolph.
V0260VZ
OEG-0-74-1646
June 1, 1974—November 30, 1975

Project CAREER/CAN focuses primarily on the development of instructional and curriculum data which evolve from the basic Project CAREER product. This computerized bank of occupationally-oriented behavioral objectives was generated from task analyses, validated by representatives from business and industry, and coded for attainability by students with special needs. This project will allow continuation and expansion of Project CAREER/CAN.

Metric Conversion in Vocational Education.
Feirer, John L.
Western Michigan Univ., Kalamazoo.
V0151VZ
OEG-0-74-1661
June 1, 1974—November 30, 1975

This project will produce a metric instructional program which will indicate the instructional methods to be used, instructional technology to be employed, and the necessary learning materials to be included. To aid in curriculum development, this project will develop curriculum analysis for education or training programs in at least four basic career areas. Also, simple metric instructional materials will be prepared in the language of one or more minority groups, for persons with reading difficulties, and for persons with sight handicaps.

A Research Project to Develop, Mediate, and Field Test Performance-Based Individualized Instructional Materials in the Two-Year Agri-Business and Farm Management Curricula in Three Missouri Community Colleges.
Fielding, Marvin R.
State Fair Community Coll., Mo.
V0128VZ
OEG-0-74-1662
June 30, 1974—December 30, 1975

Individualized units of instruction for six core courses and selected other courses in the farm management and agribusiness curricula will be developed in this project, and a workshop for postsecondary agribusiness instructors will be conducted. Individualized instructional materials developed by the project staff will be field tested, and an instructor's manual and a student's manual will be developed for each course and unit of instruction. The project staff will be counseled by an advisory committee.

A Performance-Based Education Program in Vocational-Technical Teacher Education and 2-Year Vocational-Technical Associate Degree Programs.
Korb, August W.
Northern Montana Coll., Haure.
V0188VZ
OEG-0-74-7514
July 1, 1974—June 30, 1975

Common cores of basic skills for occupational clusters will be identified in this project and instruction will be personalized to assist the student in achieving these skills. The project will provide alternative approaches to learning, including work experience, observation, participation, and internships. Competencies will be identified in order to eliminate redundancies in preparation of teachers or technicians, and to ensure that competencies required for employment are, in fact, attained.

Assessment and Modification of Vocational Education Plan.
Riley, R. Courtney
Nevada State Dept. of Education, Carson City.
V0121VZ
OEG-0-74-1716
June 30, 1974—December 30, 1975

A long-range, comprehensive vocational education plan for Carson City School District will result from this project. The main priority is to produce information for developing individualized and performance-oriented vocational curricula in a comprehensive career education plan for K-12. The evaluation, planning, and implementation of a developed curriculum plan will be accomplished under the overall administration of the State Department of Education, Vocational-Technical and Adult Branch.

Cooperative Curriculum Research in Vocational Education.
Russ, George
New Jersey State Dept. of Education, Trenton.
V0177VZ
OEG-0-74-1675
June 1, 1974—November 30, 1975

An in-school career guidance and self-awareness curriculum will be developed and compared with the existing curriculum in the seventh and eighth grades at the junior high school level. Also, the effectiveness of individualized and performance-based career oriented core curricula at the senior high school level will be developed and tested.

Empirical Determination of Effectiveness of a Competency Based Program in Distributive Education.
Raphaelson, Charlotte M.
Syracuse Univ., N.Y.
V0201VZ
OEG-0-74-1672
June 1, 1974—November 30, 1975

The applied study approach will produce information for developing individualized, performance-oriented, competency-based, preservice teacher education programs in distributive education. In the process of program implementation, empirical data relative to the effectiveness of some of the major components of a competency-based program will be provided and compared to traditional programs. The program will be consistent with the New York State Department of Education curriculum and national concerns in distributive education.

Determination of a Common Core of Basic Skills for Agribusiness and Natural Resources.
McCracken, J. David
Ohio State Univ., Columbus. Research Foundation.
V0033VZ
OEG-0-74-1716
June 15, 1974—August 15, 1975

The project will identify a common core of basic skills for agribusiness and natural resource instruction in vocational education. Project management, construction of an initial task inventory, analysis of data, and preparation of recommendations for utilization of common tasks in curriculum revision and evaluation will be among the methods used in the project. An occupational survey report of tasks performed by workers in selected occupations in agribusiness and natural resources will be made.

Comprehensive Plan for the Improvement of Vocational Education Curricula in Pennsylvania.
Struck, John W.
Pennsylvania State Dept. of Education, Harrisburg.
V0173VZ
OEG-0-74-1676
June 1, 1974—November 30, 1975

The state's research and development activities in the curriculum studies area will be developed, tested, implemented, and expanded in this project. Two sites, Admiral Peary Area Vocational Technical School and McKeesport Area School District will be project sites. Individualization, occupational orientation, alternative work experience, and related innovative activities will be part of the project.

Community College Technical Mathematics Study.
McKinnerney, Beryl R.
Texas A and M Univ., College Station.
V0016VZ
OEG-0-74-1706
June 30, 1974—December 31, 1975

An applied or technical mathematics curriculum which will meet the needs of the vocational and technical student will be developed in this project. Activities are divided into three specific phases: identifying concepts, developing sequential units, and developing curriculum materials. Curriculum guides, self-instructional learning packets, and a set of structured, sequential, technical mathematics units will be among the products of the project.

Development, Evaluation, and Dissemination of a Post-Secondary Program in Nuclear Technology.
Roney, Maurice W.
Technical Education Research Center, Waco, Tex.
V0003VZ
OEG-0-74-1679
June 1, 1974—November 30, 1975

Major objectives of this project will be to research, develop, evaluate, and disseminate a generalizable program in nuclear technology. This postsecondary program will adopt the modular format for instructional material. Each instructional module will contain measurable objectives which emphasize practical laboratory experiences. The staff will choose basic materials and a system to be developed which will provide a balanced coverage of nuclear technology for a pilot program plan.

Initiation of a Master Plan for Relevant Occupational Curriculum through Vocational Education. (Project IMPROVE).
Woolf, William D.
Utah State Univ., Logan.
V0091VZ
OEG-0-74-1733
June 1, 1974—November 30, 1975

As a result of this project, a State Curriculum Master Plan will strengthen and make more relevant existing vocational programs in Utah's secondary and post-secondary schools. The project will also enable the state administration to more effectively supervise and maintain quality in state vocational programs. The document product outcomes will include an efficiency test model, effectiveness test model, validation model, and preservice model.

The Development and Implementation of Competency Based Curriculum in Vocational Education for Boone County, West Virginia.
Hill, Sherry G.
Boone County Board of Education, Madison, Va.
V0008VZ
OEG-0-74-1681
June 1, 1974—November 30, 1975

The program is based on the developmental model of a spiral, competency-based individualized curriculum for vocational education. The model is the result of previous research. The project site will accommodate an individualized, competency-based curriculum using the open-space concept. Through cluster advisory committee input and with the assistance of educational consultants (curriculum writers, editors, content specialists, behavioral objective specialists), curriculum for the 1974-75 school year will be developed and implemented.

Instructional System Development Model for Vermont Area Vocational Centers.
Faust, John R.
Vermont State Dept. of Education, Montpelier.
V0087VZ
OEG-0-74-1730
June 30, 1974—September 1, 1975

A process design for instructional system development will be established in this project. This design will become a model for total development of instruction for all occupational clusters offered in Vermont vocational programs. Using three occupational clusters (health occupations, automotive industry, and food services), an instructional system will be designed and implemented for use by all vocational centers offering these clusters.

Occupational Communications Skills Analysis.
Blue, James L.
Washington State Coordinating Council for Occupational Education, Olympia.
V0073VZ
OEG-0-74-1726
June 30, 1974—December 30, 1975

In order to make supportive classes more relevant to students' technical training, the project will gather the information necessary to build curriculum materials related to (1) the communications skills used every day on the job and (2) the supportive vocabulary that will allow a more effective application of the technical vocabulary learned in technical programs.

Career Demonstration Project for Rural Schools in Eastern Wyoming.
Black, Fred P.
Wyoming State Dept. of Education, Cheyenne.
V0004VZ
OEG-0-74-1680
April 1, 1974—March 31, 1975

The project will develop a fully articulated, individualized, performance guaranteed, and occupationally oriented demonstration program in grades K-14. The project will be conducted on a regional, four-county basis, encompassing eighteen small rural schools. An individualized and fully articulated curriculum will be field tested in an effort to make inroads into the present traditional rural school. Students will be encouraged to work at their own rates and in their own interest areas.

Identification of Skills Required to Teach Vocational Agriculture in the Trust Territory.
Baker, Neal
Trust Territory of the Pacific Islands Dept. of Education, Saipan.
V0018VZ
OEG-0-74-1708
June 5, 1974—December 5, 1975

Skills required to teach vocational agriculture will be identified in this project. The total plan includes identifying agricultural crops which can be successfully grown in the different districts of Micronesia; gathering technical information needed to produce these crops; and writing the curriculum required to teach production of those crops. Teachers and agricultural personnel will cooperate to write the curriculum.

PRIORITY: DISADVANTAGED, HANDICAPPED AND MINORITY

Career Guidance Orientation Research Program.
Patterson, Kenneth R.
Colorado River Indian Tribes, Parker, Ariz.
V0257VZ
OEG-0-74-1743
June 25, 1974—December 25, 1975

Tribal councils, schools, and state and federal planners will be provided with research statistics for future programming in career orientation as a result of this project. The Rehabilitation Centers' efforts in evaluating and providing more effective career orientation programs for Indian youth will be expanded. The end product will be the accumulation of accurate and appropriate data which can be analyzed and projected into practical and effective career guidance orientation procedures for Indian youth.

A Study to Design a Model of Effective Approaches, Methods and Techniques to Meet the Needs of Ethnic Minorities in Vocational Education.
Homitz, Wallace T.
Homitz, Allen and Associates, Oakland, Calif.
V0241VZ
OEC-0-74-1740
June 30, 1974—June 30, 1975

Project objectives are to (1) identify and describe vocational education programs that are presently meeting the special needs of specific groups of ethnic minority students; (2) identify and describe, within the successful programs, motivational techniques and strategies that are, or have been, effective in inspiring ethnic minority students to enter and persist in vocational training programs; and (3) recommend a model vocational education system embracing at least five individual vocational education programs which would attract and retain students in each of the following ethnic groups: American Indian, Black-Urban, Black-Rural, Mexican-American-Urban, Mexican-American-Rural, and Oriental.

Targeting Information to Market Segments: An Action Oriented Study of Attitudes Toward Vocational Education Among Target Populations.
Sikorski, Linda A.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
V0324VZ
OEG-0-74-1656
June 1, 1974—November 30, 1975

Information about the structure of current attitudes of minority and disadvantaged students toward vocational education will be provided by this project. Also provided will be information about the relationship of these attitudes to more fundamental beliefs held by students and their parents about work, education, and society in general. Information regarding which segments of the current population of disadvantaged and minority students might be reached and positively affected by selected information campaigns will be provided.

Guidelines for Improvement of Vocational Education Programs and Resources to Serve Needs of Handicapped Children.
Cameron, R. James
Performance Management Specialists, Inc., Englewood, Colo.
V0215VZ
OEC-0-74-1668
June 30, 1974—June 30, 1975

Results of the project will provide program development and modification guidelines for state agencies and public schools in Colorado to improve vocational education opportunities for handicapped learners. In addition, the guidelines will provide useful information to vocational educators on a nationwide basis. The major benefit to be derived from the research project is an increase in the utilization and improvement of existing vocational education resources by the handicapped student populations in the state.

Assessment of the Influence of Special Vocational Programs Upon the Attitudes of Rural Disadvantaged Adolescents.
Handley, Herbert M.
Mississippi State Univ., State College.
V0010VZ
OEG-0-74-1683
June 30, 1974—May 30, 1975

The influence special programs for the disadvantaged has on students will be measured in the following areas: positive self concepts, positive attitudes toward school, work values serving as motivators for future work, and maturity for vocational choice. The project will also determine the relationship of students' progress in the special programs, as assessed by their instructors, to the development of their behavior related to the above areas.

The Educational and Occupational Aspirations—Rural and Minority Youth in New Mexico.
Edington, Everett D.
New Mexico State Univ., Las Cruces.
V0034VZ
OEG-0-74-1717
June 25, 1974—December 25, 1975

The project will determine the level of educational aspirations and expectations held by Indians, Mexican Americans, and Anglos in rural New Mexico. It will also determine the levels of occupational aspirations and mobility expectations held by these groups. Voluntary responses to a questionnaire will be obtained from a geographically stratified sample of tenth and twelfth grade students. The sample will include at least one hundred respondents from each of the above populations.

Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped.
Parsons, Edgar A.
System Science, Inc., Chapel Hill, N.C.
V0135VZ
OEC-0-74-1754

This program will analyze and evaluate the more effective programs which are helping the designated target population to succeed in vocational education. The program will estimate needs for current programs to achieve demonstrated effectiveness levels (eliminate dropouts and expected failures, and enroll those wishing to be served). Findings will be analyzed in terms of selected administrative and budgetary implications of vocational education for these target populations.

Student Attitude Toward Vocational Education.
Black, Michael S.
Ohio State Univ., Columbus.
V0219VZ
OEG-0-74-1670
June 25, 1974—June 24, 1975

Information about the attitudes of minority and disadvantaged groups toward vocational education will be collected in this project. Guidelines will be developed for vocational education administrators and teachers to help them (1) effectively recruit minority group members to take vocational education courses, or (2) take an action such as establishing public relations programs to improve the target population's image of vocational education.

Applicability of the Vocational Students Index (VOI) for Vocational Students.
Whittington, Marna C.
Associates for Research in Behavior, Inc., Philadelphia, Pa.
V0076VZ
OEC-0-74-1727
June 25, 1974—September 25, 1975

The basic elements of the VOI will be reevaulated for use with the younger vocational school population in Phase I of this project. Phase II will consist of a large field operation for data collection within the vocational schools and a mail survey of previous graduates from the school. Phase III will develop specific materials to be used by the education and training system to help students who don't have a worker profile attain one while they are still within the public system.

Non-traditional Vocational Education Programs for Women.
Kaufman, Jacob J.
Pennsylvania State Univ., University Park.
V0134VZ
OEG-0-74-1753
June 25, 1974—December 25, 1975

This project will identify secondary school vocational education programs in ten cities which have succeeded in preparing female students for occupations which are traditionally considered as appropriate only for males. Circular objectives of these programs and the techniques used to attract students will be identified. Factors which appear to lead to program acceptance will be identified in communities where nontraditional programs have been accepted.

An Investigation of the Teacher Competencies Needed to Utilize Diagnostic Test Data in Prescribing Occupational Learning Experiences in Teaching Educable Mentally Retarded (EMR).
Nelson, Orville
Wisconsin Univ.—Stout, Menomonie.
V0139VZ
OEG-0-74-1755
June 1, 1974—October 31, 1975

The research activities in this project are designed to identify the types of information needed in decision areas and to determine the decision-making competencies teachers must have in order to generate the appropriate learning environment for the educationally mentally retarded (EMR) student. A workshop for participating teachers and counselors will be concerned with use and interpretation of diagnostic tests related to EMRs in developing vocational education learning experiences.

PRIORITY: ALTERNATIVE WORK EXPERIENCES

Competency Based Work Experience/Exploration Contract Programs.
Sampieri, Robert A.
Los Angeles Unified School District, Calif.
V0178VZ
OEG-0-74-1674
July 1, 1974—June 30, 1975

A systematic contractual means of providing career education work experiences for secondary students will be provided by this study. Data will be obtained to identify the most important influences which determine students' work experience satisfactions. Acceptable educational standards for work experience opportunities will be delineated and cost models will be developed for each major work experience configuration.

The Effects of Learned Leadership-Membership Skills in Work Performance.
Banathy, Bela H.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
V0325VZ
OEG-0-74-1657
June 30, 1974—December 31, 1975

Skills and understandings related to effective leadership and membership functioning will be identified in this project. An experimental curriculum will be developed to be used in secondary schools with students entering work-study programs. The project will have three major phases. In Phase I, the size and scope of the problem of social adjustment to work groups will be analyzed. In Phase II, an experimental curriculum will be organized primarily around simulation exercises. Phase III will involve implementation and testing.

Cost Effectiveness of Alternative Delivery Systems for Inservice Vocational Teacher Education.
Linson, M. G.
Colorado State Board for Community Colleges and Occupational Education, Denver.
V0294VZ
OEG-0-74-1650
June 30, 1974—December 30, 1975

This project will provide mechanisms that will allow the teachers in the field to meet state requirements. The two vocational teacher education institutions in Colorado will be able to serve the vocational teacher in the field with inservice training experiences, as well as provide preservice training for persons desiring to become vocational teachers. An alternative delivery system for off-campus, inservice instruction in cooperative vocational education and coordinating techniques using videotapes, discussion leaders, and other techniques will be developed.

Community College and Local Rural Secondary Schools Cooperative Career Assessment and Exploration Program.
Langerman, Philip D.
Des Moines Area Community Coll., Ankeny, Iowa.
V0231VZ
OEG-0-74-1739
June 30, 1974—December 30, 1975

The purpose of the project is to incorporate selected components of several Iowa exemplary and demonstration projects and then test the effectiveness of the proposed program in a rural setting. A demonstration component will provide for a full integration of services from high school to community college and will reveal a systematic way to provide career exploration to rural districts. The evaluation component will compare the project group to a normative control group.

An Experimental Study of the Effects of an Alternative Work Experience Program in the Middle School.
Ehresman, Norman D.
Western Kentucky Univ., Bowling Green.
V0093VZ
OEG-0-74-1734
June 30, 1974—August 30, 1975

Project objectives are to provide information and procedures for the development and improvement of work experience programs and to ascertain whether or not a real life, hands-on, work experience program for middle school students has a positive effect on students. Approximately 120 ninth grade students will participate in an alternative work experience program established by the project. Results of their pre- and posttests will be compared with those of a control group.

Western Computer Assisted Placement Service.
Smith, Kenneth H.
Baltimore County Board of Education Towson, Md.
V0269VZ
OEG-0-74-1647
June 30, 1974—December 30, 1975

Objectives of the project are to serve as a job locating service to students; provide employers with a single course of initial contact with potential employees in the southwestern area of the county; gather and maintain current information on area job needs; relieve job coordinators of job-seeking functions; improve placement of students; and determine effective methods of evaluating placement efforts. By coordinating the efforts of existing programs in the job development area and using the services of modern data processing, this area-coordinated service will provide students with the opportunity to exercise maximum career potential.

Decision Orientated Evaluation System for Alternative Work Experience Programs.
Pavlish, Alfred
Pontiac City School District, Mich.
V0133VZ
OEG-0-74-1752
June 1, 1974—November 30, 1975

This project will result in the production of information comparing the effectiveness of various programs in relationship to student output and program costs. The most effective procedures within each project in terms of cost and student benefit will be identified so that a more fully coordinated program can be implemented. Those aspects of alternative work experience programs which produce positive approaches with business, industry, and community organizations will be identified.

Alternative Work Experience Programs.
Karnes, Ray
Southern Mississippi Univ., Hattiesburg.
V0011VZ
OEG-0-74-1684
June 1, 1974—November 30, 1975

This project will identify and describe more creative yet feasible work experience alternatives toward which business, industry, labor, community and civic organizations, school personnel, school boards, parents, and students may be favorably disposed and for which general support may be obtained. The project will also establish a basis for and prepare guidelines to increase student and employer satisfaction in work experience programs; analyze barriers to work experience programs and formulate plans for offsetting these barriers; and assess project costs and cost benefits.

A Study of the Feasibility of a Cooperative Education Program and Formulation of a Plan of Action for Implementation at Chadron State College.
Chadron State Coll., Nebr.
V0207VZ
OEG-0-74-1665
June 1, 1974—March 31, 1975

The project will determine the feasibility of establishing a cooperative education program for Chadron State College students and identify opportunities for placing students in cooperative work experience positions. A determination will be made of the most desirable model for cooperative education in the area. Support will be lent to improve the quality of management of the small businesses in the area by infusing new ideas and methods from interns.

The Transition from School to Work: A Study of Laws, Regulations and Practices Restricting Work Experience and Employment Opportunities for Youth.
Cohen, Eli
National Committee on Employment of Youth, New York, N.Y.
V0297VZ
OEG-0-74-1651
June, 1974—February 28, 1975

An in-depth examination will be conducted regarding the impact of laws, regulations, and practices affecting the labor and education of youth at the federal, state, and local levels. Nonagricultural employment will be examined in both the public and private sectors which will include teenaged youth. The project will also determine, where the legislative regulation policies are found to restrict job opportunities, which features contribute to such results and to what extent. Where statutory requirements are found to be nonrestrictive, other factors which limit opportunities will be identified.

Guidance-Oriented Alternative Work Experience Program and Follow-Up Study.
White, E. M.
Caldwell County Board of Education, Lenoir, N.C.
V0180VZ
OEG-0-74-8580
July 1, 1974—December 31, 1975

A guidance oriented work experience program will be designed, developed, and field tested in this project. The best guidance, counseling, placement, and student followup services will be utilized in conjunction with student training methods designed to develop skills usable by business and industry. Personnel from business and industry will be actively involved in determining and designing the necessary skills for the prospective employees.

Fargo Area School Work Experience Program.
Tehle, David C.
North Dakota State Board for Vocational Education, Bismarck.
V0032VZ
OEG-0-74-1714
June 15, 1974—December 15, 1975

The five objectives of this project are to: (1) identify more creative work experience approaches with business, industry, and community and civic organizations; (2) provide a basis for improving student and employer satisfaction; (3) identify alternative work experience programs and determine their project cost benefits; (4) develop procedures to utilize employment information; and (5) produce inservice training material and offer workshops to school personnel in the areas of placement and followup activities.

A Role Model Approach to Job Transition for Disadvantaged Cooperative Home Economics Students.
Pestle, Ruth
Oklahoma State Univ., Stillwater.
V0023VZ
OEG-0-74-1711
June 30, 1974—December 30, 1975

The goal of this project is to improve recruitment and retention of disadvantaged and minority students. A pilot design consisting of three phases will be used: a planning phase to develop the program methodology to carry out the program; an implementation phase which will last one school year; and a followup phase in which graduates who have obtained full-time jobs will be studied to determine the effects of the innovative program.

Cost-Effectiveness Study of Work Experience Programs.
Cohn, Elchanan
Pennsylvania State Univ., University Park.
V0088VZ
OEG-0-74-1731
June 30, 1974—December 31, 1975

This project will provide information about the relative attractiveness, cost, and benefits of the various work experience programs to one another as well as to vocational or industrial arts programs without a work experience component. Such information should be useful in planning vocational curricula and in adjusting work experience programs in such a manner that they will enhance higher earnings; employability; and other educational, economic, or socio-psychological goals.

Research and Development Project in Work Experience Programs.
Sinclair, Alan
Rhode Island State Dept. of Education, Providence.
V0050VZ
OEG-0-74-1720
June 15, 1974—September 14, 1975

Information from the thirty various work experience programs within the state will be collected, evaluated, and field tested. A model program will be established for the target population in Rhode Island and, following pilot implementation, the results of these developmental programs will be disseminated. Inservice workshops and conferences will be conducted to demonstrate validated educational practices which are consistent with local and state-wide needs. The new bank of knowledge assembled by this project will be stored in the Educational Information Center for regional and national dissemination.

A Study of Structured and Non-Structured Work Experience Programs in Texas.
Gutcher, Gerald D.
Texas A and M Univ., College Station.
V0017VZ
OEG-0-74-1707
June 30, 1974—December 31, 1975

This study will provide a determination of the relative values of structured and unstructured approaches to the work experience phase of cooperative education programs. This determination will give educational planners hard data on which to base their approach to future programs in cooperative education.

Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities.
Crawford, Lucy C.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
V0224VZ
OEG-0-74-1738
June 1, 1974—November 30, 1975

A series of simulated occupational experiences, incorporated into individual training plans, will be constructed in this project to identify competencies needed by selected distributive workers. These experiences will be tested in a school laboratory under the direction of a distributive education teacher coordinator. Individualized, small group class instruction, based on the curriculum content suggested for first and second year distributive education cooperative students, will be provided.

Research Designed to Facilitate, Improve, and Develop Cooperative/Vocational Education Program and Affirmative Action/EEO Programs.
Burton, Robert C.
Tidewater Community Coll., Portsmouth, Va. Virginia Beach Campus.
V0317VZ
OEG-0-74-1655
June 30, 1974—June 29, 1975

Objectives of the project are to: (1) measure the extent of participation by women, minorities, veterans, and handicapped individuals in existing postsecondary cooperative vocational educational programs; (2) identify programs and their components, policies, and practices which have had measurable success in enrolling women, minorities, veterans, and the handicapped; and (3) develop model programs for two- and four-year institutions which will maximize participation by the above target populations.

PRIORITY: GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOWUP

A Unified School-Community Approach to Remodel Guidance Services and Expand Next Step Placement and Follow-up.
Dasher, Jim
Arkansas State Dept. of Education, Little Rock.
V0109VZ
OEG-0-74-1748
June 25, 1974—December 25, 1975

This project will implement a model school and community-based program in guidance, counseling, placement, and followup services in selected Arkansas schools. In each participating school, a local project director will be employed and a project team will be identified. At project completion, each participating school will have a plan with recommendations for implementation. Work experience activities in the community and placement assistance will be provided.

A Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance, Counseling, Placement, and Follow-up.
Dayton, Charles W.
American Inst. for Research in the Behavioral Sciences, Palo Alto, Calif.
V0056VZ
OEG-0-74-1721
June 1, 1974—November 30, 1975

This project will improve comprehensive systems of guidance, counseling, placement, and followup services for students and adults through inservice training designed to improve the skills of professionals and support personnel in various areas. These areas will include utilizing employment information; providing job placement and student followup services; and developing components of comprehensive systems of guidance counseling, placement, and followup. The integration of existing models for staff development will include competency-based packages along with technical assistance.

Assessing and Field Testing Career Planning and Development Approaches for Adults: Focus on Ethnic Minorities and Women.
Bellenger, Joseph C.
San Jose Unified School District, Calif.
V0059VZ
OEG-0-74-1722
June 25, 1974—December 25, 1975

This project will identify viable career guidance, counseling, placement, and followup approaches which are being used with adult populations. The project will implement and field test three of these approaches in an effort to design prototype materials to meet the needs of ethnic minority and female adults in San Jose's Metropolitan Adult Education Program. The project will disseminate a catalog of viable adult career guidance, counseling, placement, and followup approaches, plus a manual to facilitate implementation of approaches selected from the catalog.

Operational Blueprint for Health Careers Education and Training Program.
Tompkins, Patricia
District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.
V0299VZ
OEG-0-74-1652
June 25, 1974—December 25, 1975

An operational blueprint for implementation of a comprehensive, multi-level Health Career Education and Training Program for the District of Columbia will be developed in this project. A cooperative body will be organized to plan, coordinate, evaluate, and monitor health occupations education and training. Data will be collected on current and projected health service and health manpower needs to develop a data bank of existing and potential training programs. A profile of the target school population will be compiled.

A Needs Based Vocational Guidance Program.
Bottoms, James E.
Georgia State Dept. of Education, Atlanta.
V0244VZ
OEG-0-74-1741
June 25, 1975—December 25, 1975

This project will make available for distribution a published kit which will enable individual school systems to operate a total career and vocational guidance program. A special training package will be developed to aid in preparation of counselors and other educational personnel. The project will be developed in six phases: start-up, needs assessment, program planning and development, field testing and piloting, staff preparation, and implementation.

Development of a Career Planning Guide for Students.
Venn, Grant
Georgia State Univ., Atlanta.
V0035VZ
OEG-0-74-1718
June 25, 1974—December 25, 1975

This project will design a student planning book for grades 7-12. The forms and specific designs will be developed with teachers, parents, and students and tested in Georgia schools. As the planning book is field tested in schools and reviewed, a panel of experts will be invited to review the format and to make suggestions regarding possible revisions.

Guidance, Counseling, Placement and Followup Services Project.
Washburn, George H.
Boise City Independent School District, Idaho.
V0337VZ
OEG-0-74-1559
June 1, 1974—November 30, 1975

A portable Career and Educational Information Center will be developed to serve the needs of two high schools and four junior highs. The center will involve students, teachers, and counselors in career-related activities. Supplementary materials which integrate the major subject areas with career investigations will be developed. A placement service component and a followup component will also be implemented.

DISCOVER: A Computer-Based Career Guidance and Counselor-Administrative Support System.
Harris, Jo Ann
Northern Illinois Univ., DeKalb.
V0132VZ
OEG-0-74-1751
June 15, 1974—August 15, 1975

The project will design an interactive, computer-based guidance system to facilitate individual career development stages in grades 7-12 and to relieve counselors of information retrieval and processing functions. In later stages, the project will design an interactive administrative system for use in educational settings and provide a package of support services and materials to facilitate optimum use of the system. The guidance half of the project will be funded through this project.

Implementation of a State-Wide Guidance Program with Emphasis on Counseling, Placement, and Follow-up for Selected Target Groups.
Indiana State Board of Vocational and Technical Education, Indianapolis.
V0078VZ
OEG-0-74-1729
June 25, 1974—December 25, 1975

This project will provide a comprehensive framework for coordinating and improving guidance for Indiana schools at all levels. Individual educational agencies will be provided with a central resource for information, materials, consultation, and other services which will assist them in their efforts to provide more effective counseling, placement, and followup services. The research component of the project is expected to produce a review of relevant literature and descriptions of ongoing programs both statewide and nationally.

Project ACT—Awareness, Careers, and Transition.
Campbell, Alan R.
Dexter Regional Vocational-Technical Center, Maine.
V0077VZ
OEG-0-74-1728
June 25, 1974—December 25, 1975

This project will focus on providing junior and senior high students the opportunity to develop a set of personal values upon which to make career plans and decisions. To accomplish such development, this project intends to develop materials and procedures which will deliver improved career guidance in a rural, isolated area. A followup survey of the 1974 graduates will be conducted to gather opinion and enumerative data regarding job placement, counseling, curriculum, and work success.

Procedure for Planning and Evaluating Senior High School Vocational Education Programs: A Local-State System.
Stock, William E.
Minnesota State Dept. of Education, St. Paul.
V0096VZ
OEG-0-74-1735
June 30, 1974—September 30, 1975

This project will develop a handbook which describes the task and the means to accomplish each task as it relates to operating an effective system of career guidance and placement. Also produced will be a procedural guide for conducting and interpreting the results of a local manpower survey, an occupational needs assessment of high school students, and a follow-up study of former high school students. A set of instruments to measure the process and product outcomes of the vocational program will also be produced.

Career Counseling and Placement Project.
Alcorn, John D.
Southern Mississippi Univ., Hattiesburg.
V0013VZ
OEG-0-74-1685
June 25, 1974—December 25, 1975

A model program of career counseling and placement will be established in this project. A context will be provided within which methods of career counseling and placement may be developed and evaluated. The advantages of adding the career counseling and placement functions to an existing conventional guidance program will be demonstrated. Specific guidance procedures will be tested for efficiency, and techniques of working cooperatively with employers and community agencies will be explored.

The New Hampshire Model for Vocational Guidance, Counseling, Placement and Follow-up Services.
Gustafson, Richard A.
Keene State Coll., N.H.
V0105VZ
OEG-0-74-1749
June 25, 1974–December 25, 1975

This project will design a handbook to provide the state a tried and tested model of vocational guidance, placement, and followup services for its twenty area vocational centers. This handbook and plan for implementation will be available and usable by any high school in the state. The development of staff training materials for guidance counselors will produce an integrated curriculum for courses and workshops which will provide counselors with specific training experiences geared directly to the New Hampshire model.

Validation of Assessment Measures for Use With Disadvantaged Enrollees in Occupational Training Programs.
Shimberg, Benjamin
Educational Testing Service, Princeton, N.J.
V0272VZ
OEG-0-74-1648
June 25, 1974–December 25, 1975

The capabilities, interests, attitudes, and motivations of students with respect to themselves and to their job-finding and job-holding skills will be assessed in this project. Measures will also be devised to assess short- and long-term behavioral outcomes which can be used to define program effectiveness. The Educational Testing Service staff and Opportunities Industrialization Centers of America will collaborate in the preparation of data gathering and analysis.

Improving and Evaluating Guidance and Counseling Services for Economically Disadvantaged College Students.
Croft, Don B.
New Mexico State Univ., Las Cruces.
V0027VZ
OEG-0-74-1712
June 25, 1974–December 25, 1975

The project will systematically describe the vocational guidance and counseling services recently initiated at New Mexico State University for the target population in four programs. The project will install Holland's *Self-Directed Search Vocational and Educational Planning* materials in the counseling services of two of the four service programs, identify the association of the classification variables with the criteria, and compare the cost effectiveness of the counseling and guidance programs.

Supportive Vocational Education Thrusts in Career Development Delivery System, Pre-Postsecondary Career Development, and 5-Year Follow-up System.
Shoemaker, Byrl R.
Ohio State Dept. of Education, Columbus.
V0126VZ
OEG-0-74-1745
June 25, 1974–December 25, 1975

This project will monitor and manage a continuing model of Statewide Delivery System of Career Education in adaptive curriculum development work; expand a pre- and postsecondary program model of instruction in business administration, engineering, health occupations, and social science for high school students; and study feasibility of a five-year followup of vocational education graduates. Activities will include staffing the Career Development Service and making a pilot run of followup information.

Inservice Training for Oklahoma Counselors to Upgrade Counseling Skills in Career Education and Vocational and Technical Education.
Seals, James M.
Oklahoma State Univ., Stillwater.
V0029VZ
OEG-0-74-1715
July 1, 1974–December 19, 1975

This project will design a state-wide inservice training program to help counselors in the state understand and apply guidance procedures related to career education and vocational and technical education. The first phase of the inservice program will develop and organize eighteen hours of televised presentations and twelve hours of related content prepared as assignments for participants. The second phase of the program will consist of the actual presentation. The third phase of the inservice workshop will provide on-the-job application of the new information.

Research and Development for a State-Wide System of Placement and Follow-Up of Vocational-Technical Education Graduates.
South Dakota State Div. of Vocational-Technical Education, Pierre.
V0028VZ
OEG-0-74-1713
June 25, 1974–December 25, 1975

This project will develop a system to identify job availability, a followup system of graduates placed on the job, and an evaluation system which matches occupational classifications to vocational education program offerings. A vehicle will be developed for the flow of information regarding area graduates to industry, as well as the specific needs and job qualifications of industry to the students. Operational requirements for conducting the followup system will be developed and a followup instrument will be tested.

Data Base Establishment and Model Development for a Coordinated Comprehensive Placement System.
Strong, Merle E.
Wisconsin Univ., Madison. Board of Regents.
V0142VZ
OEG-0-74-1660
June 25, 1974—September 25, 1975

This project will generate a data base for future planning and development by identifying the present level of placement, involvement of various agencies, guidance activities or services, new services not currently provided, existing or new agencies, and costs of providing placement and related guidance services. A prototype model for a coordinated, comprehensive placement system will be developed for use in final model development.

PRIORITY: MANPOWER INFORMATION AND SYSTEMS FOR EDUCATION

Manpower Program Evaluation Followup.
Alaska State Dept. of Education, Juneau.
V0329VZ
OEG-0-74-1658
June 1, 1974—May 31, 1975

This project will develop a followup program to supplement the manpower and student assessment programs currently in progress, and provide data on which to base judgments needed in course offerings to meet actual labor market demands. The project will also provide data on job difficulties experienced by former vocational students. Data on the type of job placement assistance used by students and data on the extent to which former students used their vocational training will be used. Data will also be gathered on the number of students who entered postsecondary vocational training and on the extent to which former students changed or quit jobs.

A Comparative Study of State Staffing Patterns and Delivery Systems of Vocational Education and Their Relative Effectiveness.
Whinfield, Richard W.
Connecticut Univ., Storrs.
V0221VZ
OEG-0-74-1644
June 1, 1974—November 30, 1975

The objective of this study is to provide new insight into the organization and processes of the various methods of implementing vocational education. Relationships will be established between existing vocational education organizational structures and the success of their respective programs. An in-depth analysis of the administrative structure of six to ten states will be provided and a comparison of the staffing patterns and delivery systems will be made.

Implications of Changes in Occupational Characteristics in the Next Decade for Planning in Vocational Education.
Lecht, Leonard A.
National Planning Association, Washington, D.C.
V0152VZ
OEG-0-74-1678
June 1, 1974—August 31, 1975

Project objectives are to (1) devise a series of indicators to provide an overview of the expected changes in the characteristics of occupations in the next decade; (2) assess the implications of the anticipated changes for prioritization in planning in vocational education; and (3) present the quantitative findings, together with an analysis of the implications of the data for vocational educators, and disseminate the findings.

Multifarious, Student-Based, Management-Oriented Information System.
McCage, Ronald D.
Illinois State Board of Vocational Education and Rehabilitation, Springfield.
V0253VZ
OEG-0-74-1742
June 1, 1974—November 30, 1975

A student data base, using modern optical scanning technology, will be utilized to facilitate the reporting, planning, and regulatory requirements of the Illinois Division of Vocational and Technical Education. The project will also operationalize a manpower demand data base to facilitate the match of curriculum content with skill requirements of a given job or job cluster, and to allow assessment of qualitative changes in curriculum generated by productivity changes.

Developing a System for Comprehensive Vocational Education Planning for Local Schools.
Rumbaugh, W. A.
Kansas State Board of Education, Topeka.
V0206VZ
OEG-0-74-1666
June 10, 1974—December 10, 1975

This project's primary focus is on developing local vocational and technical programs which are continuously innovative and self-renewing. Objectives of the project are to develop vocational programs and curriculum; determine training needs through manpower studies and relate them to guidance activities; disseminate information on innovative vocational programs; assist schools in organizing co-op work experience programs; and develop learning package and individualized instructional materials.

A Study of Job Demands and Curriculum Development in Agricultural Training Related to the Muskegon County Waste Water Management System.
Fisher, Harold S.
Muskegon Area Intermediate School District, Mich.
V0218VZ
OEG-0-74-1669
June 1, 1974—November 30, 1975

This project will enable the educational institutions of Michigan (particularly Muskegon County) to become leaders in providing manpower for new technologies in crop and soil management and related occupational clusters which apply to the agricultural management systems within this type of waste treatment. Through a systematic data collection, a study of all aspects of existing and future job demands which have been created by the installation of a new, county-wide waste water control system will be conducted.

Choctaw Manpower/Demographic Survey Project.
Martin, Phillip
Mississippi Band of Choctaw Indians, Philadelphia.
V0127VZ
OEG-0-74-1737
June 1, 1974—March 31, 1975

Information from the survey in this project will provide a basis for improving manpower planning and projections for industrial and vocational educational uses at the tribal, state, and federal levels. The survey will provide a basis for matching industrial labor requirements with the skills of prospective workers from the Choctow population. Data required to interface vocational, educational, and manpower training projects will be provided to reservation area economic and industrial development planners.

A "Hands-On" Information System for Vocational Education Planning: Applications Based on Changing Energy Resource Availability and Pricing.
Stevens, David W.
Missouri Univ., Columbia.
V0099VZ
OEG-0-74-1736
June 1, 1974—August 31, 1975

This research project will provide information concerning mobility and substitution potentials among various occupations, thus making the decisions of vocational education planners less difficult regarding future demands for and supplies of persons trained in various skills. Special emphasis will be given to the analysis of energy-related occupations. Results of the research activity will be disseminated at a national conference.

Nebraska Vocational Information System.
Nebraska State Dept. of Education, Lincoln.
V0187VZ
OEG-0-74-1673
June 1, 1974—November 30, 1975

An information system for the Nebraska Department of Education's Division of Vocational Education will be developed to become an integral part of the data-gathering activities of the State Department of Education. The project will develop a model to be used by vocational education administrators for incorporating the data system into the administrative function. Once the system is tested and implemented, it will provide the capability for adjusting administrative staff to new functions of improved vocational education planning and administration, and provide input to national vocational data-gathering efforts.

Comprehensive Instructional Management System for Occupational Education in New York State.
Seckendorf, Robert S.
New York State Education Dept., Albany.
V0212VZ
OEG-0-74-1664
June 1, 1974—November 30, 1975

The effectiveness of an Instructional Support Subsystem (ISS) for occupational education will be designed and demonstrated in this project. The empirical or institutional feasibility of implementing the Targeting Subsystem will also be determined. The subsystem will provide measures of effectiveness by occupational education programs for each region and for the state as a whole. The subsystem will also provide a highly specific set of information which may be used for a variety of purposes.

The Development of a Basic Vocational Education Information System.
Morgan, Robert L.
North Carolina State Univ., Raleigh. Center for Occupational Education.
V0306VZ
OEG-0-74-1654
June 1, 1974—November 30, 1975

This project will produce a set of information requirement specifications at the elementary, secondary, postsecondary, and adult levels for a vocational education information system. Specifically, objectives are to identify a set of informational elements for potential inclusion in a standardized, minimal requirements information system to be used in vocational education planning and evaluation. The project will also analyze the informational needs of selected user groups and determine the hierarchical information requirements.

Manpower Information Research Training Project.
Vivian, Neal Edward
Ohio State Univ., Columbus.
V0158VZ
OEG-0-74-1677
June 1, 1974—November 30, 1975

This project will plan, coordinate, and operate a three-day training program. This program will upgrade the competencies of a selected number of vocational researchers in the area of manpower research and its implication for planning programs for the state, local, and national levels. The project will develop a systematic method for identifying, designing, testing, and using models for forecasting manpower requirements in states or local communities. The program will be held as a pre-session to the 1974 American Vocational Association convention in New Orleans.

Task Inventory Exchange (TIE).
Schroeder, Paul E.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
V0220VZ
OEG-0-74-1671
June 1, 1974—November 30, 1975

The objectives of this project are to: (1) establish a central repository and clearinghouse for task inventories that are being produced throughout the country in varied occupations; (2) publish and distribute an initial directory of available occupational task inventories; (3) search, identify and acquire what additional existing task inventories are available; (4) compile and publish an expanded (second edition) directory noting what inventories exist, their characteristics, and where copies may be obtained; and (5) compile and synthesize published empirical research findings on the development and use of task inventories.

The Comparative Efficacy of Selected Manpower Demand Projection Techniques on Diversified Populations.
Morton, J. Brown
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
V0101VZ
OEG-0-74-7837
June 1, 1974—November 30, 1975

The objective of this project is to provide a guide to state and local administrators, planners, evaluators, researchers, and other user groups for selecting the most accurate manpower demand projection technique to use in diversified populations with budgeted costs. Seventy-seven counties in Oklahoma will be stratified into six population levels. From these groups, six counties will be selected randomly for participation in the project.

A State Manpower/Curriculum Management System.
Giles, Donald M.
Oregon State Dept. of Education, Salem.
V0066VZ
OEG-0-74-1723
June 1, 1974—November 30, 1975

Using manpower analyses of major occupational areas already underway, this project will concentrate on identifying priority occupational areas for task analysis and curriculum development activities. An effective guidance and counseling component will be shown to be an integral part of all vocational education programs. The manpower data will also be used for program planning. The project will provide models for utilization in curriculum development with emphasis on individualized instruction, work experience, and student assessment.

Vocational Management Information Interface Study.
Link, Albert D.
South Carolina State Dept. of Education, Columbia.
V0072VZ
OEG-0-74-1725
June 1, 1974—May 31, 1975

The project will pilot an automated student accounting model to determine the cost feasibility of expanding a vocational education data base. It will pilot system-to-system interface through program conventions. A management information retrieval and dissemination process tailored to the needs of vocational education decision makers will also be piloted. This project will also test systems capable of producing enrollment, completion, and student followup information that can be easily audited.

Development and Implementation of a Model for a Regional Information System for Vocational Technical Education.
Bice, Garry R.
Tennessee Univ., Knoxville.
V0116VZ
OEG-0-74-1747
June 1, 1974—November 30, 1975

This project will make available the following kinds of information to educational planners and instructional personnel: manpower supply information, manpower demand information, selected economic trend data, occupational guidance information, curriculum information, computer search capability, and career planning materials. In addition, the project will determine the relative feasibility of consolidating information sources in one location, thus ensuring more complete uses of available information for decision-making processes.

A Research Project for a Texas Supply/Demand Information System for Vocational Education.
Moody, Eric
Texas State Office of Information Services, Austin.
V0043VZ
OEG-0-74-7838
June 1, 1974—November 30, 1975

This project will allow completion of the research, development, and the resulting implementation of Phase II (Statewide Supply/Demand Match) and Phase III (Substate Supply/Demand Match) of a proposed five-phase information system. This will be accomplished by broadening the occupational categories to include emerging new occupations and the expansion of current occupations, relating to national and Texas Input/Output Economic Models to make the Supply/Demand Projects more sensitive to economic change, and utilizing special occupations studies.

An Employment Agency Model for Providing Job Information to Rural Disadvantaged Populations.
Bonner, Harold R.
Prairie View A and M Univ., Tex.
V0015VZ
OEG-0-74-1686
June 1, 1974—November 30, 1975

This project will develop an employment model to assist unemployed vocationally trained individuals in obtaining jobs. Problems affecting the employment of vocationally trained disadvantaged groups will be identified; agencies in a target area will be identified and classified as to type, function, effectiveness, and kinds of services provided; and coordination between public education and manpower agencies will be improved.

Forecasting Model—Statewide Manpower Projections for Vocational Education.
Wimer, Frank Henry
Coordinating Council for Occupational Education, Olympia, Wash.
V0071VZ
OEG-0-74-1724
June 1, 1974—November 30, 1975

This project will develop a forecasting model and documented procedures for identifying existing forecasting sources and information, and for modifying this information so that it can be used at local levels to support vocational education planning requirements. A model will be developed for translating aggregate manpower projections into requirements at the local level, including techniques for using such local manpower forecasts in guidance and counseling, facility construction, program planning, curriculum development, and other related administrative areas.

Development of a Management Information System of the Puerto Rico Research, Planning, Evaluation, Statistics and Report Coordinating Unit.
Serras, Vidal Velez
Puerto Rico State Dept. of Education, Hato Rey
V0304VZ
OEG-0-74-1653
June 1, 1974—November 30, 1975

This project will design and establish a Vocational Education Management Information System which will quantify as precisely as possible the number of jobs available in different economic sectors. Once the data collection instruments are available for use, the regional information coordinators will be trained intensively in all aspects of data collection. This system will contain subsystems having basic data files on students, teachers, facilities, and manpower forecasts.

A School-Community Career Education Project. (Continuing Project)
Jackson, John W.
Opelika City Schools, Ala.
V361162
OEG-0-73-5284
June 1973—May 1976

The program will promote career education awareness. Program components will include an overall guidance and counseling emphasis, including self-awareness, attitudes toward work and career decision making; elementary and junior high career awareness; junior high orientation and exploratory experiences; job preparation in grades 9-14; placement activities handled through a community contact and a placement office; and a faculty career education committee, which will also assist in interpreting the program to other teachers in the system and to the community. A community career education committee will also be used.

Anchorage Borough Exemplary Career Education Project. (Continuing Project)
Davis, (Gene) E. E.
Anchorage Borough School District, Alaska.
V361022
OEG-0-73-5259
June 15, 1973—June 14, 1976

The project will initially incorporate exemplary career education concepts, methods, and curriculums into eight pilot schools and, by the third year, into all schools in the district. The first year will concentrate on inservice education for teachers, counselors, and administrators in the pilot schools, and on development of a plan for implementation during that and succeeding years. An inhouse steering committee will be formed of administrators, teachers, students, and an Anchorage Community College representative.

Demonstrating the Planning, Implementation, and Evaluation of Developmental Guidance, Counseling and Placement Components in a Career Education System. (Continuing Project)
McKinnon, Byron E.
Mesa Public Schools, Ariz.
V361132
OEG-0-73-5286
June 1973—June 1976

In each of its three, one-year phases, the program will attempt to achieve specific product and process objectives for both project staff and students, focusing on helping students set and realize career goals. Each phase stresses different grade levels and provides input and support to the following phase. Each phase continues at the proceding year's grade levels, so that in Phase III, students in grades K-12 are included. The program will be undertaken in cooperation with Mesa Community College.

An Exemplary Career Education Project for Southeast Arkansas. (Continuing Project)
Kizer, Robert
Monticello School District 18, Ark.
V361156
OEG-0-73-5307
June 1973—May 1976

The project will emphasize providing a cooperatively planned transition to the area vocational and technical schools, as well as counseling for those going into vocational and academic training in institutions of higher learning. The project will be conducted in seven contiguous rural school districts. Program components will include: career awareness or orientation for all students; skill training for secondary and postsecondary students; counseling and guidance for all students; placement services for all exiting students; and creation of cooperative attitudes among education, labor, and industry in the community.

Ceres Unified School District Career Education Responsive to Every Student; A K-14 Operational Model in Career Education. (Continuing Project)
Adkison, Robert
Ceres Unified School District, Calif.
V261007
OEG-0-72-4579
June 1972—May 1975

The project will provide an operational model for career education in grades K-14. The school district (grades K-12) serves 4,200 students for a rural town community of 12,000. The district is composed of one senior high school, a continuation high school, a junior high school, five elementary schools, a pre-school program, and a school for deaf and hard-of-hearing children. The program will be carried out in cooperation with Modesto Junior College. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Career Education Model, Orange County Consortium. (Continuing Project)
Sappington, Jack
Orange Unified School District, Calif.
V261006
OEG-0-72-4578
June 1972—May 1975

The project will create an action-based model that features career awareness, orientation, exploration, and preparation that utilizes the cluster approach. The program will be articulated from the kindergarten to the community college level. In the process of development and implementation, six teams, each representative of teaching and administrative staff, will be used for curriculum, multi-media, career cluster, skill development, gaming simulation, and career guidance.

Exemplary Program: Career Oriented Education Project. (Continuing Project)
Keller, Louise J.
Northern Colorado Univ., Greeley.
V361037
OEG-0-73-5279
July 1973—August 1976

The project will design a K-12 exemplary, career-oriented learning system which will be used for implementation of career education in the University of Northern Colorado Laboratory School and for future implementation in the Greeley School District Number Six, and for identification of strategies for impacting on teacher training. In addition, the project will expose future teachers to a learning environment based upon concepts of career development, and expose future guidance counselors to a model career education counseling and placement program. Components will include curriculum, guidance, personnel development, and career education management.

Penetrating School Strata Through Career Education. (Continuing Project)
Nolan, Richard D.
Bristol School System, Conn.
V361170
OEG-0-73-5301
July 1973—June 1976

The program is designed to restructure the educational program around the students' real-life developmental roles. Academic knowledge and skills will be integrated with occupational training to assure that each exiting student will be prepared for either a further educational program or entry into an occupation. In the project's initial year, three elementary, two junior high, and both high schools will be involved in the project, expanding by the third year to all schools in the district and all nonprofit private schools in the area. Program components will include overall guidance, and guidance, counseling, and placement; elementary career awareness; junior-high or middle-school career orientation and exploration; and career preparation in grades 10-14.

Career Education Instruction System.
Simmons, Mike R.
Newark School District, Del.
V0001VW
OEG-0-74-0955
January 2, 1974—January 1, 1977

The project will provide an operational model for K-12 career education and includes three basic phases: awareness in grades K-5, exploration in grades 6 through 8; and exploration and specialization in grades 9 through 12. Three ad hoc committees will determine career program goals and objectives for each phase. It is expected that curriculum development and implementation will result in a systematic delivery of the career concept on a K-12 basis, integrate career concepts into the regular curriculum, and integrate youth activities into programs of instruction.

Career Education in the Inner City. (Continuing Project)
Etheridge, Bessie D.
District of Columbia Public Schools Div. of Instructional Service, Washington, D.C.
V361054
OEG-0-73-5283
July 1973—June 1976

Project components are: dissemination of the career development concept to professional staff, community, school personnel, and students within the District of Columbia; teacher orientation, retraining and supervision; and curriculum research and development, including classroom trial and revision. The project will demonstrate the adequacy of and/or will adapt the curriculum to the new situation which is radically different from the one in which the initial program was developed. Efforts will be coordinated with the Career Development Programs at the senior high school level.

A Comprehensive Vocational Education Program for Career Development in Grades K-12. (Continuing Project)
Eaddy, Kenneth M.
Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

V261004
OEG-0-72-0630
September 15, 1971–September 14, 1974

The project will develop a K-12 program around the career education theme which fuses programs and practices of vocational education with the academic curriculum, guidance programs, and community resources. School experiences directed toward career education will be informational at the elementary level, exploratory at the junior high level, and exploratory and preparational at the senior high level.

A Comprehensive Program of Vocational Education for Career Development: K-University.
Bert, C. Virginia
Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
F4-007-VW
OEG-4-74-5200
July 1, 1974–June 30, 1977

The program will develop a highly articulated K-University comprehensive educational program focused on career opportunities and requirements for job entrance and advancement. Career development experiences will serve as the vehicle for teaching basic academic skills to youth. A model system to provide career education for educable mentally retarded and adult migrant students will be developed by participating districts. Cooperative institutional and agency relationships will be designed to assist in the development of the articulated delivery system.

Career Education for Rural Georgians. (Continuing Project)
Bottoms, Gene
Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
V361129
OEG-0-73-5319
June 1973–June 1976

The project will develop and operate two rural career education demonstration centers and have four of five mini-exploratory courses in transportable form for the middle school component. The program is designed to operate three years. During the first year, one of the three components will be at the University of Georgia, where curriculum materials for middle school exploration programs will be developed. Program components include: overall guidance and counseling emphasis, including self-awareness, attitudes toward work, and career decision-making skills; elementary career awareness; junior-high or middle-school career orientation and exploration; job preparation in grades 10-14; and placement activities.

Career Information Center. (Continuing Project)
Wago, Sharen F.
Hawaii State Dept. of Education, Honolulu.
V361208
OEG-0-73-5314
June 1973–May 1976

The Career Information Center will help identify and seek solutions to problems in the counseling and guidance area. The Center will serve as the hub of a communications network which will help business, labor, and educational institutions work toward a common goal. Career information will be gathered, compiled, synthesized, reproduced, and disseminated to schools, educators, community agencies, businesses, libraries, and parents. Graduate student interns from the University of Hawaii guidance and counseling department will assist the project director. State agencies will also be involved, as will an advisory and steering committee.

Bingham County Developmental Career Education Emphasizing Career Awareness, Orientation, Exploration and Preparation for the World of Work. (Continuing Project)
Nixon, Bert W.
Snake River School District 52, Blackfoot, Idaho.
V361100
OEG-0-73-5300
June 1973–June 1976

The program will use a multi-district approach to vocational education programs. Emphasis will be on development of positive self-concepts in assisting students to develop career making skills. A career guidance mobile van will be used. By the third year, sixty percent of the K-12 students will be participating or will have participated in career awareness, career orientation, career education, and career preparation activities. Program components will be an overall guidance and counseling emphasis, elementary career awareness, junior high and high school career orientation and exploration, and career preparation.

Comprehensive Career Planning System. (Continuing Project)
Bowermaster, Ralph
Rockford Board of Education, Ill.
V261002
OEG-0-72-0915
March 1972–February 1975

The program will involve career planning curriculum at the elementary level, personality and interest area exploration at the middle school level, and utilization of a comprehensive career planning resource retrieval program at the high school level. Existing state programs such as the ABLE Model Program will be used.

Program components will include occupational orientation, career exploration, and use of a computerized vocational information system in grades 7-12.

Comprehensive Illinois Occupational Education Demonstration Center. (Continuing Project)
McCage, Ronald D.
Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.
V361068
OEG-0-73-5294
July 1973–June 1976

The project will allow two sites to select tested research, developmental, and other special programs for implementation into their instructional program. Students, teachers, and administrators will be involved during the first two years of the project in incorporating many different kinds of solutions, innovations or contributions into their education systems. During the third year, the sites will serve as demonstration centers. A comprehensive occupational education demonstration center will be established to support and enrich the academic curriculum, and make general education experiences more meaningful to the students. Program components will include elementary career awareness (K-8), secondary career preparation (10-14), and placement and followup.

Career Development and Meaningful Exploratory Experiences to Middle School Students in Southern Indiana Utilizing Mobile Design Educational Units. (Continuing Project)
Gentry, Don K.
Indiana State Board of Vocational and Technical Education, Indianapolis. Div. of Vocational Education.
V361182
OEG-0-73-5312
June 1973–May 1976

The project will initiate career education programs (k-12) in southern Indiana upon the completion of the three-year period. The program will be initiated at the junior high level in the first year. In the the next two years, the elementary and high schools will also be included. Inservice education will be part of the program, as will developing a model of how career education will fit into rural settings. The project will encompass a sixteen-county area involving thirty-eight different school corporations.

Comprehensive Career Curriculum. (Continuing Project)
Gabriel, Richard L.
Des Moines Independent Community School District, Iowa.
V361175
OEG-0-73-5280
July 1, 1973–June 30, 1976

The project will continue the East Area Guidance Project, started in 1971. The project was prompted by a guidance study which revealed that the district might make better use of guidance personnel through different organizational procedures. The program will use differentiation of staffing to provide vertical articulation of guidance services K-12. A second activity is to continue and update the Career Interest Survey. A third activity is the development of multimedia centers for career education materials within each of the twenty secondary schools.

A Consortium–Approach to Exemplary Career Education Program Development Involving Two Unified School Districts and Two Teacher Education Institutions. (Continuing Project)
Rawson, Wilbur A.
Kansas State Dept. of Education, Topeka.
V361179
OEG-0-73-5313
June 1973–May 1976

Intensive inservice training of personnel will make available awareness, exploration, and preparation activities to all students in two school systems. In addition, the teacher colleges in each of the cities will develop career-education teacher-preparation programs and utilize the local school settings as laboratories for preparing future teachers. Each of the schools has developed comprehensive sequential programs for the three years of operation. Program components will include overall guidance and counseling, elementary career awareness, junior high career orientation and exploration, job preparation (10-14), and placement activities.

A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University, and the Central Kentucky Vocational Region. (Continuing Project)
Jenkins, John D.
Eastern Kentucky Univ., Richmond.
V361189
OEG-0-73-5316
July 1973–June 1976

The project will institutionalize career education and develop inservice and preservice teacher education programs to support career education. During the first two years, primary efforts will be directed at implementing career education activities in a pilot attendance area (two elementary schools, one junior high school, and one high school). Concern will be given to developing a cadre of professionals who will assist with the diffusion of career education to other schools in the district. Teacher education programs will also be developed.

An Exemplary Program for Career Education. (Continuing Project)
Enloe, Gertrude
Louisiana State Dept. of Education, Baton Rouge.
V361047
OEG-0-73-5308
June 1973—June 1976

The program will train students in career achievement skills, including interpersonal, problem solving, and program development activities. Key Northwestern University and Natchitoches Parish School personnel (eleven administrators and forty elementary teachers) will be taught to train others in these skills. The guidance and counseling component will be woven into the program for each grade level K-12, encompassing the development of attitudes in the above-mentioned areas. Starting with seventh graders, individual student profiles will be developed.

REVAMP—Revitalize the Vocational and Academic Programs Through Career Education. (Continuing Project)
MacLeod, George H.
Maine State Board of Education, South Portland.
V361112
OEG-0-73-5305
July 1973—June 1976

Guidance and curriculum are the two major project components. The guidance component is designed to provide expanded service in the areas of placement, the Career Education Resource Center, use of community resources, and surveys and followup studies. The curriculum component is designed so that math, social studies, and English academic courses will be developed with more focus on career development in order to better complement vocational courses. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, and job preparation in grades 10-14.

Career Education. (Continuing Project)
Jervis, Robert V.
Anne Arundel County Board of Education, Annapolis, Md.
V361019
OEG-0-73-5282
July 1973—June 1976

Career, self, society, technology, and economics are the five major areas around which the program is built. The project is a sequential, interdisciplinary one based upon skills, attitudes, behaviors, and experiences deemed necessary for vocational decision making. Program components include overall guidance and counseling emphasis, including self-awareness, attitudes toward work, and career decision-making skills; elementary career awareness; junior high career orientation and exploration; job preparation in grades 10-14, and placement activities.

Project CAREER—Career Education Process for the Handicapped. (Continuing Project)
Lamo, Vincent P.
Massachusetts State Board of Education, Boston. Div. of Occupational Education.
V261011
OEG-0-72-5170
July 1, 1972—June 1974

Project CAREER will select and analyze new and emerging occupations with long-range employment possibilities, identify the skills and knowledge pertaining to those occupations and state them in behavioral terms, organize skills and concepts in a progression of prerequisites, and provide career education for the handicapped and develop supporting curriculum materials. Occupational guidance, counseling, and placement will be offered.

A Comprehensive Career Education Development Project for the School District of Muskegon and Muskegon Heights, Michigan. (Continuing Project)
Pelkey, Edward L.
Muskegon Public Schools, Mich.
V261009
OEG-0-72-5169
July 1, 1972—June 30, 1975

The project will infuse career education into the regular instructional program, grades K-12, utilizing the regular current program in occupational guidance, and reevaluate existing vocational services at the secondary level to ensure they complement the project's goals. Career awareness will be pursued in the elementary grades, exploratory and self-awareness programs in junior high, and career decision making and preparation in the high school. The occupational cluster method will be used and a strong emphasis will be placed on home and community liaison with the school.

Pontiac Adult-Learning System (PALS). (Continuing Project)
Rochow, Robert
Pontiac City School District, Mich.
V361048
OEG-0-73-5287
July 1973—June 1976

Since the Pontiac School District is already operating a functional career education program at the elementary and middle school levels, this project will focus

on the career education needs of high school students. Emphasis will be placed on providing work experience with local employers. Opportunities will be available in the school district and government agencies, as well as large industry, light manufacturing firms, and businesses. Placement activities will be part of the project.

Specialized Career Education Staffing and a Career Oriented Curriculum.
Lehto, Harold T.
Saint Paul Public Schools, Minn.
F5001VW
OEG-5-74-0047
July 1, 1974—June 30, 1977

Initiating and expanding career education opportunities for students of the twin cities is the primary purpose of the project. The three main program target areas have the largest concentration of minority and/or disadvantaged students. District-wide and individual-building career education resource centers will be established. Teachers will be given time during the professional day to rewrite instructional units to infuse the curriculum with career education concepts. Emphasis will be placed on additional specialized career education staffing, and new and continued career education workshops will be held. Community resources will be mobilized and intra-city career education meetings will be held regularly.

An Urban Career Education Project in the Mississippi Delta. (Continuing Project)
McMinn, J. H.
Mississippi State Board for Vocational Education, Jackson.
V361085
OEG-0-73-5275
June 1973—May 1976

The project will continue services and instruction beginning in grade 1 and ending with satisfactory employment or entry into postsecondary education. The project will serve all students within the district. Project staff will provide services to students and teachers through workshops, seminars, field trips, and counseling. Program components will include overall guidance and counseling, elementary career awareness, junior high or middle school career orientation and exploration, and job preparation in grades 10-14.

A Project to Develop and Implement a Comprehensive Career Education Program K-14 in a Three-County Non-Urban Area in Missouri. (Continuing Project)
Fielding, Marvin R.
State Fair Community Coll., Sedalia, Mo.
V361197
OEG-0-73-5311
June 1973—June 1976

The program design has four components: a program of career awareness and career development for grades K-6, a program of career exploration and work experience for grades 7-10, a program of skill development in cluster occupations in grades 11-12 articulated with specific career opportunities at the postsecondary level 13-14, and a planned program of job development and job placement for all individuals leaving the school system at any level. Materials and experiences utilized in the first three components are being articulated by content and by grade level to provide for individual differences in stages of career development.

An Exemplary Career Education Program in the Great Falls Public Schools (K-14). (Continuing Project)
Jackson, Frances
Great Falls Public Schools, Mont.
V361111
OEG-0-73-5278
July 1, 1973—June 30, 1976

A career awareness curriculum on the elementary and secondary levels will be established to provide all students with a broad range of options in the world of careers. The project will attempt to stimulate development of students' aspirations and to give students the ability to make wise career decisions when they are ready. New and improved roles for teachers, curriculum staff, administrators, and career education counselors will be identified and developed.

Lincoln Career Education Project. (Continuing Project)
Spencer, Carl
Lincoln Public Schools, Nebr.
V361090
OEG-0-73-5290
June 1973—June 1976

Development of a master plan for implementing career education in the community is the overall goal of the project. A change/support strategy will be used to bring about change. Staff members will act as change agents. Career education will be installed in eight target schools. Data will be gathered and models tested in these schools in order that career education may be established in all schools by the end of the third year.

Career Education Program. (Continuing Project)
Paul, John T.
Clark County School District, Las Vegas, Nev.
V361028
OEG-0-73-5293
July 1973—June 1976

The program will focus on the learner at all grade levels to provide awareness of self, aptitude, and ability; a knowledge of various career fields and their ramifications; and expert guidance in career and self-assessment and in planning appropriate educational programs and skills development for entry-level employment. Disadvantaged and handicapped students will also be offered vocational guidance and training. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, job preparation in grades 10-14, and placement activities.

Research and Development Project in Career Education. (Continuing Project)
Riesenberg, John J.
Keene Union School District, N.H.
V261037L
OEG-0-72-4654
March 1972—February 1975

A comprehensive K-12 career education program will be implemented in three phases: in Phase I, curriculum will be restructured and inservice education will be used; in Phase II, this curriculum will be implemented in the schools via pilot programs in selected classrooms; and in Phase III, the revised curriculum will be made available to all teachers and students in the Supervisory Union. Program components will include occupational orientation; cooperative education; intensive job entry skill training; and occupational guidance, counseling, and placement.

Career Development—A Career Education Department from Pre-School to Adult Model Program for the Asbury Park, New Jersey School District. (Continuing Project)
Benus, Kenneth M.
Asbury Park School District, N.J.
V261003
OEG-0-72-5178
June 1, 1972—May 31, 1975

The program will provide broad career orientation and self-awareness activities at the elementary level, pre-K-5, through the New Jersey Technology for Children Program. Broad career exploration and self-awareness components will be implemented in grades 6-8 through the New Jersey Introduction to Vocations Program. Senior high students will be given additional opportunities for career exploration and decision making through career counseling, full- and part-time placement, vocational education programs, and intensive skill training. Intensive guidance and counseling will be offered.

A Career Implementation Program for a Small Rural School: Penasco, New Mexico. (Continuing Project)
Labodda, Roger A.
New Mexico State Dept. of Education, Santa Fe.
V361139
OEG-0-73-5302
July 1973—July 1976

Revision of the total curriculum (K-14) will be undertaken in the program. The first year's goal is to allow students who have not had career awareness opportunities a chance to "catch up." During the project's second year, students will be at the career levels compatible with their grade levels. Inservice teacher workshops will be held. There will be semi-monthly and monthly inservice meetings. During the second year, implementation will continue, the media center will be expanded, and an associate of arts degree will be offered in the forestry cluster.

Career Education Project. (Continuing Project)
Murray, John P.
Buffalo Public Schools, N.Y.
V261012
OEG-0-72-5148
June 30, 1972—June 29, 1975

The project is designed to establish a Career Education Resource Center at three junior high and middle schools, each of which serves three feeder elementary schools. At age nine, students should understand the concept of work; by age twelve, they should be familiar with the broad families of occupations; and by age fifteen, they should be able to assess their own respective potentials and participate in making informed decisions regarding immediate education and occupational goals. New programs established and implemented through the project will articulate occupational training and cooperative education into existing programs.

Career Based Curriculum for Union County.
Moore, John
Union County Schools, Monroe, N.C.
F4-003VW
OEG-4-74-5201
June 30, 1974—June 30, 1977

A career education delivery system will be implemented in this program. Career education will be fused into the ongoing curriculum at all levels and a close working relationship with business and industry will be established in order to use the community as a resource. Appropriate career education programs for disadvantaged students and the adult population in the community will be established. Program components will include elementary career awareness, junior high or middle school career orientation and exploration, and career preparation (10-14).

A Developmental Program, Pre-School-Adult, in Career Education for North Dakota. (Continuing Project)
Weisenberger, Harry
North Dakota State Board for Vocational Education, Bismarck.
V361113
OEG-0-73-5277
July 1, 1973—June 30, 1974

Project objectives will be to assist students in increasing positive attitudes toward self and work; to increase career awareness and provide career orientation and meaningful exploratory experiences; to provide job preparation in a wide range of occupational areas; and to ensure placement of all exiting students in a job, postsecondary vocational-technical, or a baccalaureate program. There will be inservice workshops for teachers and counselors, attempts to establish a close working relationship between guidance and teaching personnel, continual evaluative planning, and informational meetings.

Three Pilot Career Education Programs for Grades K-10 in Ohio. (Continuing Project)
Balthaser, R. D.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
V361105
OEG-0-73-5317
June 1973—June 1976

Within a three-year period, the project will continue to expand and improve the effectiveness of the K-10 career development materials and methodology as displayed in the state curriculum guides. Each of the three sites have facilities and programs available to students in grades 11-12. Program components will include overall guidance and counseling emphasis, elementary career motivation, junior high career orientation, senior high career exploration, job preparation in grades 11-12, and placement activities.

Academic and World of Work Gap-Bridging Through Career Education. (Continuing Project)
Frazier, William D.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
V361058
OEG-0-73-5321
July 1973—June 1976

The program is designed to result in adoption of the career education philosophy by professional school staff to the extent that, by the third year of the project, an integrated vertical career education curriculum will be available to all students in grades K-14 in the Oklahoma Public School District. There will be mini-grants for teachers, development of twenty videotape programs covering fifteen career clusters, and a mobile unit of occupational materials for elementary schools. Program components will include overall guidance and counseling emphasis, elementary career awareness, middle school career orientation and exploration, job preparation in grades 10-14, and placement activities.

Comprehensive Career Education Process. (Continuing Project)
Kimball, Donovan D.
Springfield Public Schools, Oreg.
V361174
OEG-0-73-5288
July 1, 1973—June 30, 1976

Project objectives are to: continue the process of developing and implementing new and proven career education and career guidance concepts; provide a demonstration of the process used in developing and implementing concepts within career education and career guidance; and provide a visible, transportable model of career education activities, materials, and processes to interested persons. The project will be undertaken in cooperation with Lane Community College. Program components include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, job preparation in grades 10-14, and placement.

Language Experience Based Awareness + Hands On Exploration + Competency Based Preparation = A School Based Total Career Education Model. (Continuing Project)
Lareau, Edward H.
Admiral Peary Area Vocational-Technical School, Ebenburg, Pa.
V361012
OEG-0-73-5272
July 1973—June 1976

Utilizing an area vocational-technical school as a learning site and resource center for "reality bound"

educational experiences in grades K-14 is the objective of the project. Emphasis during the first two years of the project will be on using existing curriculum materials as well as on developing and modifying these materials for classrooms. The third year will be used to create curriculum packets and to put finishing touches on a school-based model wherein area vocational-technical schools and high schools can be used as focal points for career awareness, exploration, and preparation for all students.

A Comprehensive Career Education Model K-14. (Continuing Project)
Cohen, Stanley B.
Philadelphia School District, Pa.
V361134
OEG-0-73-5273
July 1973—June 1976

Program objectives are: to increase pupils' self-awareness by providing them insight into their skills, potentials, and abilities relating to the world of work; to promote career awareness among program participants; to provide opportunities for career exploration; to provide skill development in the business, metal and communication clusters; and to provide job placement and counseling services for students upon leaving school. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, job preparation in grades 10-14, and placement activities.

BHQ Career Education. (Continuing Project)
Robertson, Jane H.
Allegheny Intermediate Unit, Pittsburgh, Pa.
V361093
OEG-0-73-5276
July 1973—June 1976

Bringing about career awareness in grades K-14 is the objective of the project. A career resource center will be initiated as an arm of the library in each school district, and will contain career-clustered resources and make them available to students, teachers, and community members. The centers will be open two evenings weekly; each center will be staffed by a counselor to facilitate optimum community use. First-year curriculum development and adaptation will take place on grade levels 3, 6, 7, 10, and 12. The second year, the interim grades will become involved and also the post-graduate components will be developed for grades 13 and 14. Ongoing piloting revision and inservice efforts will continue in the third year.

Career Education—North Kingstown—A Model for Open Education and Community Responsibility. (Continuing Project)
Laferte, Orrin
North Kingstown Public Schools, R.I.
V361102
OEG-0-73-5304
July 1973—June 1976

The project is based on the concepts that persons need to develop the ability to make wise decisions about their future, and that learning is most effective when a person's current interests are incorporated with learning activities. Therefore, the three-year, K-12 design incorporates a highly individualized format wherein students can make decisions about their learning activities based on what they see as their current interests.

An Exemplary Career Education Effort in School District II of Richland County. (Continuing Project)
Holden, H. Dale
Richland County School District II, Columbia, S.C.
V361011
OEG-0-73-5285
June 1973—June 1976

Major career education concepts will be infused into the total curriculum as a result of this project. The program will identify processes that lead to the desired goal of an expanded curriculum which includes career education emphasis. The first year, all students through the ninth grade are involved in career education through efforts which refocus the existing curriculum. Meanwhile, a high school task force will develop and pilot approaches to be used in the project's second year. Special guidance and training activities will be developed and implemented at all levels.

Statewide Implementation of K through 14 Project of Career Education, Occupational Counseling & Bridging the Gap Between School and Work. (Continuing Project)
Carlson, Clayton
South Dakota State Board of Vocational Education, Pierre.
V361015
OEG-0-73-5291
July 1, 1973—June 30, 1976

Two major objectives will be accomplished by this project. First, all public and private schools will be assisted in implementing career development programs in their individual schools. The second is to provide every student an opportunity to develop self-awareness and a favorable attitude toward work, and

to assist each student in developing and practicing appropriate career decision-making skills. The objectives will be accomplished through the development of a state-wide program of inservice education for the teaching staff, counselors, and administrators.

Tennessee Exemplary Project in Career Education. (Continuing Project)
Griffin, H. Brown
Greeneville City Schools, Tenn.
V361184
OEG-0-73-5274
July 1973—June 1976

By the second year of this project, all K-12 students in the Greeneville City Schools and 28.53 percent of students in the Greene County Schools will be participating in career awareness, exploratory, and preparation activities. An operational postsecondary component will insure the articulation of the secondary career-preparation program into job placement, vocational-technical training, two-year postsecondary institutions, and four-year colleges or universities.

A Career Education Counseling Project. (Continuing Project)
Cron, C. Thomas
Corpus Christi Independent School District, Tex.
V361108
OEG-0-73-5255
June 1973—June 1976

Opportunities will be provided to students in grades K-12 to increase self-awareness and to develop and practice appropriate career decision-making skills as a result of the project. Students will be given information about jobs and helped in developing attitudes about the personal, psychological, social, and economic significance of work. In addition, an out-of-school youth component will provide counseling services and job-preparatory training courses. The project will utilize a community advisory committee to provide suggestions and reactions.

Coordinated Effort for Career Education. (Continuing Project)
Peveto, Sidney K.
Grayson County Coll., Sherman/Denison, Tex.
V361070
OEG-0-73-5309
July 1973—June 1976

The project will enable all students in grades K-12 to participate in career awareness, investigation, and group guidance activities by its third year of operation. In addition, an operational postsecondary component will insure the articulation of the secondary career-preparation programs into two-year, postsecondary institutions. Program components will include overall guidance- and placement-counseling emphasis, elementary career awareness, junior-high career orientation and exploration, and job preparation in grades 10-14.

Project RACE: Researched Activities for Career Education. (Continuing Project)
Finley, Jack C.
Weatherford Independent School District, Tex.
V361177
OEG-0-73-5306
July 1973—June 1976

A pyramiding career education program, K-14, will be established to meet the students' needs in career awareness, investigation, exploration, and employability-skills phases, and to aid them in preparation for their futures. A comprehensive guidance and counseling program coordinated with the placement and followup activities will ensure the involvement of the total student and continual revision and evaluation of the curriculum. Guidance activities will be available for the disadvantaged.

A Continuum Model for Career Development Education K-14. (Continuing Project)
Wright, Donald
Davis County School District, Farmington, Utah.
V361200
OEG-0-73-5315
July 1, 1973—June 30, 1976

All facets of career education in Davis County will be brought together in a synthesized whole in this project. The major objective is to assure that children will have backgrounds in and understandings of the world of work so that they may be placed at the next step toward their career goals when they leave the system. On all levels, K-12, personnel preservice and inservice workshops, state and district specialists, and outside consultants will be used in formulating and implementing the program. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, job preparation, and placement activities.

Windham Central Career Education Project. (Continuing Project)
Corwin, Bruce
Windham Central Supervisory Union, Townshend, Vt.
V361088
OEG-0-73-5303
July 1973—June 1976

A comprehensive career education model will be developed through staff development and community involvement and then disseminated throughout the state through cooperative arrangements with the

State Division of Vocational Education. A major focus of the project will be providing service to other Vermont school districts through inservice activities, disseminating materials, and serving as a resource on career education. The project will concentrate on providing career awareness and self-awareness activities at the elementary level using occupational clusters and at the secondary level by emphasis on skill development, work experience, and placement.

Career Education Now-Model of Career Education Curriculum K-14 For Rural-Urban School District. (Continuing Project)
Turpin, Jerry
Bedford County Public Schools, Va.
V361020
OEG-0-73-5310
June 1973–May 1976

Career education will be a total school program, K-14, when this program is fully developed. Special emphasis will be given to those students who exit from the school system, either as graduates or dropouts, and an extensive follow-through will be made on each. Cooperation between the project and area postsecondary schools will be developed. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, job preparation in grades 10-14, and placement activities.

Highline Career Alternatives Model. (Continuing Project)
Yormark, Ben A.
Highline Public School District, Seattle, Wash.
V361123
OEG-0-73-5289
June 1973–June 1976

The program is designed to implement a district-wide, K-14 career education program that will address the areas of human needs, intellectual skills, career alternatives, and civil rights and responsibilities. Early Vocational Awareness (EVA), a system of resource packets, will be used by elementary classroom teachers. A work-sample exploration will be used at the junior high level, as well as by older students who are physically, mentally, or socially handicapped. A career-value-renewal task force will be used, as well as employment skill clusters, a placement system, and a career guidance and counseling emphasis.

A Design for Establishment of a Career Oriented Educational Program Through a Regional Education Service Agency. (Continuing Project)
Burdette, Clarence E.
West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
V361161
OEG-0-73-5295
July 1973–June 1976

A K-12 career education program will be implemented in a seven-county area serviced by a Regional Education Service Agency. Each of seven local boards of education and a community college serving the area will be involved in a comprehensive career education project incorporating the goals of educational and occupational competency for all students. The activity-center project design will be flexible in nature to meet the differing needs of students in the respective educational agencies involved. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, and career preparation in grades 10-12.

Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. (Continuing Project)
Pendleton, J. Robert
Western Wisconsin Technical Inst., La Crosse.
V361185
OEG-0-73-5297
June 1973–June 1976

The project delivery system will be geared to the educational and geographic needs of the predominately rural area and is based on the development of the five strategically located career and continuing education centers. By the third year, five career and continuing education centers with extensive career information libraries, curriculum materials, and other resources will bring career education within reach of every person in the district. Articulation of K-12 with postsecondary education will be accomplished by correlating the established continuing education program with intensive action in career awareness, exploratory, and counseling activities.

Career Education for Persons in Rural Areas–Primary Focus on Adults 16 and Over. (Continuing Project)
Paulsen, Russell
North Central Technical Inst., Wausau, Wis.
V361036
OEG-0-73-5292
July 1973–June 1976

Focus of the project will be on providing education activities to adults in the district by working in sixteen public school districts where adult education classes are held. Inservice programs for teachers in K-12 will be held in cooperation with local school districts, cooperative education service areas, representatives, the Department of Public Instruction, and the Wisconsin Board of Vocational, Technical and Adult Education. Program components will include overall guidance and counseling, elementary career awareness, junior high career orientation and exploration,

job preparation in grades 10-14, placement activities, and coordination with North Central Technical Institute's full-time postsecondary programs.

A Model Project in Career Education K-12. (Continuing Project)
Talagan, Dean P.
Wyoming State Dept. of Education, Cheyenne.
V361203
OEG-0-73-5281
June 1, 1973–June 30, 1976

Students will be assisted in making a rational career choice based upon self-knowledge, knowledge of job possibilities, and hands-on experience in chosen areas as a result of this project. Mastery of entry-level skills in chosen careers and adequate preparation in related academic skills will be emphasized. Students will be assisted in exhibiting responsibility by completing work plans. The program will be implemented in a five-step process: development of awareness attitudes and commitment in staff, development of staff skills in curriculum development, acquisition and/or development of curriculum materials, classroom implementation, and the promotion of community involvement.

Career Guidance. (Continuing Project)
Benioni, Patoa
American Samoa Dept. of Education, Pago Pago.
V361053
OEG-0-73-5320
July 1973–June 1976

Resource specialists and counselors in this project will provide current career information to students in grades 9 through 12 in four public high schools. An inservice training program will be conducted to ensure coordination between the resource specialists and the school counselors. The counselors will personally interview students and help them determine applicable career exploratory experiences and will provide career information developed by the resource specialists. The counselors will then place students in the world of work.

Research and Development Project in Career Education. (Continuing Project)
Reinhart, Richard
American Samoa Dept. of Education, Pago Pago.
V261048L
OEG-0-72-1233
February 24, 1972–February 23, 1975

The project will develop and implement a career guidance program to enable students to become aware of the options open to them in the world of work and to make a job placement service available to them. Three high schools with a student enrollment of 1,800 will participate in the program. Program components will include occupational orientation, cooperative education, intensive job entry skill training, and occupational guidance.

Building Maintenance and Repairs–Pre-Vocational. (Continuing Project)
Ball, Robert
George Washington Junior High School, Agana, Guam.
V161178
OEG-0-72-0640
January 3, 1972–January 2, 1975

The project will design a pre-vocational course especially suited to the educational needs and interests of over-age junior high school boys. The students will have an opportunity to participate in building maintenance and repair courses which will prepare them for a semi-skilled trade position. Participants will attend academic classes in the morning and vocational classes in the afternoon. The Guam Industrial Education Association, the associate superintendent of building and grounds, and the Guam Vocational and Technical School principal will serve in an advisory capacity.

Career Awareness Packages for Elementary and Secondary (CAPES). (Continuing Project)
Pierce, Duane I.
Guam Dept. of Education, Agana.
V361051
OEG-0-73-5298
July 1973–June 1976

The project will develop career awareness packages to be used by elementary- and secondary-level classroom teachers, K through 9, after they have taken part in inservice training workshops. These packages will contain locally developed, career-oriented resource materials, media presentations, lists of resource persons (business, military, government, and parents), pertinent field trips, and use of written instructional materials. Program components include overall guidance and counseling emphasis, including self-awareness, attitudes toward work, and career decision-making skills.

Development of an Exemplary Career Education Comprehensive Program in the Academic and the Vocational and Technical Education in Puerto Rico.
Moya, José Lema
Puerto Rico State Dept. of Education, Hato Rey. Area for Vocational and Technical Education.
V-2-74-PR-1
OEG-2-4-VE001
July 30, 1974–June 30, 1977

The project involves the translation and adaptation of curriculum materials in career education and in forty occupations. During the first phase of the four-year project, the curricula will be developed by six technicians of the Curriculum Development Centers in each of the educational regions. During the second and third phases, curricula will be tested at the sites and will continue to be improved during the fourth phase of the project. In the final phase, curricula for forty occupations within the occupational clusters will be tested in six area vocational schools.

Research and Development Project in Career Education. (Continuing Project)
Sanchez, Gladys
Puerto Rico State Dept. of Education, Hato Rey.
V261050L
OEG-0-72-4349
May 1972—November 1973

The career education project will take place in Humacao, an urban area of 35,655 persons which is becoming more urban and industrial and less agricultural and rural. A career awareness coordinator will coordinate project efforts at the elementary school level. Elementary subjects will be reorganized around a career development theme. At the junior high level, students will have opportunity for career orientation and exploration activities. The program will be based on systems concepts, define guidance criteria in terms of behavioral objectives, and provide for corrective feedback based on evaluation of program achievements. A placement service will be established.

Career Awareness Curriculum Development and Implementation Project Providing Exploratory and Student Counseling Activities. (Continuing Project)
Brandner, William
Trust Territory of the Pacific Islands Dept. of Education, Saipan.
V361149
OEG-0-73-5296
June 1973—October 1974

The program will attempt to structure the entire educational program around work and educational opportunities and activities, integrate academic knowledge and skills with occupational training, include community resources and non-school education opportunities, and provide a relevant educational program for each student through an extensive career counseling-oriented curriculum in grades K-12. Teachers will assist in revising, implementing, field testing, and evaluating the curricula. The Community College of Micronesia will also be involved in this endeavor. Also integrated in the curriculum will be information from the Nett Municipality Cultural Center.

Micronesian Career Information Center: Ponape's World-of-Work.
Baker, Neal
Trust Territory of The Pacific Islands Dept. of Education, Saipan.
F9001VW
OEG-9-74-0039
July 1, 1974—June 30, 1975

The project proposes to better preserve students' career options and to provide students with the knowledge required to decide how far and in what direction to go educationally. Goals are to structure the educational program around real life activities; integrate academic knowledge and skills with occupational training; include community resources and nonschool educational opportunities in the program; and provide a program relevant to the needs of each student. Program components will include overall guidance and counseling, elementary career awareness, junior high orientation and exploration, and job preparation in grades 10-12.

Research and Development Project in Career Education. (Continuing Project)
Smith, Wilburn
Virgin Islands Government Dept. of Education, Charlotte Amalie.
V261051L
OEG-0-72-1101
February 10, 1972—August 9, 1973

The program will develop in elementary students an awareness of the broad range of career opportunities available and increase both the awareness of opportunities for vocational education and the range of career orientation experiences at the junior high level. A complex of island schools, serving 2,600 students, will be the project site.

PART I. CURRICULUM DEVELOPMENT

Career Education Systems Using the Characters from the Comic Strip "Peanuts."
Mendelson, Lee
Charlie Brown Education Venture, Burlingame, Calif.
OEC-0-74-7938
June 30, 1974—February 15, 1979

This project proposes to develop, produce, and deliver twenty-five educational systems based on career education concepts provided by the U.S. Office of Education. Each concept will be developed on two levels: grades K-8 and 9-Adult. Each system will consist of one color film strip and one audio cassette using "Peanuts" characters for illustration; two copies of an instructional pamphlet designed principally for instructors; and two color/audio films. The films will act as an overview of the twenty-five concepts.

Development of Curriculum for Minorities in Small Business Ownership and Management, Post-Secondary Level.
Green, Del
Del Green and Associates, Foster City, Calif.
OEC-0-74-7536
June 27, 1974—June 26, 1976

The objectives of this project include determining the specific basis for curriculum decisions; developing and testing a postsecondary curriculum in "Small Business Ownership and Management for Minorities;" and developing student information sheets to serve as support materials to the curriculum guides. Procedures will include training staff and consultants; researching curriculum development in this field; and collecting and cataloging appropriate materials for use in the curriculum development project.

Develop Curricula for Training Vocational Education Curriculum Specialists.
Dunn, James
American Institutes for Research, Palo Alto, Calif.
OEC-0-74-9286
July 1, 1974—October 31, 1976

Project objectives are to develop curricular and supporting instructional materials and installation strategies resulting in models for training vocational education curriculum specialists at the graduate level. End products to be delivered include complete curriculum and competency-based instructional materials for use by teacher-educators in a vocationally oriented interdisciplinary curriculum specialization at the graduate level; and a guide for the organization, operation, and evaluation of graduate-level training of vocational education curriculum specialists.

State Vocational-Technical Education Curriculum Laboratory.
Weagraff, Patrick
California State Dept. of Education, Sacramento. Div. of Vocational Education.
OEG-0-72-4686
December 30, 1973—December 30, 1974

This augmentation grant is to be used to continue and expand the services of the Curriculum Laboratory. The objectives are to (1) improve the Curriculum Laboratory's state-wide capability to develop and disseminate curriculum; (2) place greater emphasis on the career education concept in terms of curriculum development and dissemination; (3) initiate discussion with the neighboring states in an effort to regionalize curriculum development and dissemination; and (4) provide an organizational and operational structure through which needed instructional materials can be identified, secured, developed, and disseminated.

Develop a Program of Study (Curriculum) in Career Awareness, Exploration and Orientation for Indian Youth, Grades 7-9.
Banathy, Bela
Far West Lab. for Educational Research and Development, San Francisco, Calif.
OEC-0-74-9239
June 28, 1974—June 28, 1976

The purpose of this project is to design, develop, and test a program of study for American Indian youth in grades 7-9. By integrating academic subjects with career awareness, orientation, and exploration, the program expects to provide Native American students with an introduction to a broad spectrum of careers and to increase their self-awareness and ability to make rational choices about future educational programs and careers.

Develop Curricula for Career Awareness and Exploration for Spanish Speaking Migrant Children, K-6.
Hansen, William
Educational Factors, Inc., San Jose, Calif.
OEC-0-74-9245
June 27, 1974—June 26, 1976

This project to develop career awareness and exploration curricula for Spanish-speaking migrant children in grades K-6 will include the following objectives: (1) identifying the characteristics and special needs of the target group such as environmental influences and occupational interests based on [illegible] experiences; (2) developing, evaluating, and disseminating

career education exploration curriculum guides applicable to the needs of these groups; (3) identifying, developing, implementing, evaluating, and disseminating model teaching and learning modules approximately one to two weeks in length; and (4) validating the modules in three different learning environments in which the Mexican Americans and Puerto Rican Spanish-speaking migrant populations live and work.

Curriculum Development in Personal Services Occupational Cluster.
Watson, Francis
Planning and Human Systems, Inc., Washington, D.C.
OEC-0-74-9240
July 1, 1974–September 30, 1976

The objectives of this project will include defining the personal service cluster with greater specificity; determining the state of the art of curriculum development in the occupational areas; and developing curriculum modules on the junior and senior high school levels for this cluster. Each module will contain a definition of the personal services career cluster; an annotated bibliography of materials; a guide for the school administrator and curriculum supervisors; a teaching guide containing background information; and a student activities and information package.

Develop and Validate a System of Ungraded Curriculum Modules that Can Be Used by Home Economics to Develop and Certify Competence in Home Related Skills.
Green, Kinsey
American Home Economics Association, Washington, D.C.
OEC-0-74-9140
July 1, 1974–June 30, 1977

The purpose of this project is to develop and validate a system of ungraded curriculum modules in home economics related occupational areas such as child development, clothing and textiles occupations, food and nutrition, home management, and family economics occupations that can be used by home economists to develop and certify competency in home related skills. Procedures will include (1) conducting a state-of-the-art study to identify available curriculum materials and to produce an annotated bibliography of selected materials; (2) determining the basis for curriculum development; (3) assessing manpower needs and projections; and (4) validating each set of developed modules in three sites.

Development and Evaluation of Model Paralegal Education Curriculum for Community Colleges.
Skaggs, Kenneth
American Association of Community and Junior Colleges, Washington, D.C.
OEC-0-74-1440
March 25, 1974–September 24, 1978

In response to the growing need for legal paraprofessionals, the American Association of Community and Junior Colleges proposes to launch a four-year project to produce and evaluate model curricula in paralegal education at the community college level. Specific objectives include developing and implementing associate degree (two-year) paralegal education programs in up to six community junior colleges; and utilizing the support and cooperation of various bar associations, legal and educational organizations, and educational institutions in developing and implementing paralegal education programs.

Instructional Materials for Career Education Search and Assessment for the Office of Education.
Perkins, J. Ashbridge, Jr
Peat, Marwick, Mitchell and Co., Washington, D.C.
V357016
OEC-0-73-6307
December 30, 1973- December 30, 1974

These monies are being supplied in order to obtain copies of a final report of the career education materials dissemination project which was administered by Peat, Marwick, Mitchell, and Company in 1973 and designed to search and assess instructional materials in career education.

Placement Services Training Curriculum Development Project.
Capehart, Bertis
National Association for Industry-Education Cooperation, Washington, D.C.
OEC-0-74-3868
July 1, 1974–August 31, 1975

The goal of this project is to produce a handbook containing curriculum modules to train individuals such as school officials, community leaders, and vocational counselors who will develop placement programs for students leaving public schools. The training modules will cover the following topics: perspectives on placement; placement service activities and operation; planning and designing job placement programs; management information; placement followup and follow-through; student and employer participation in the program; and program services for students and employers.

The Status and Progress of Career Education.
Hansford, Byron
Council of Chief State School Officers, Washington, D.C.
OEC-0-74-3537
May 15, 1974–May 14, 1975

The purpose of this project is to assist state education agencies in developing and implementing comprehensive career education programs and to facilitate the use of curriculum materials produced under the auspices of the U.S. Office of Education. By reviewing the status and progress of career education in the various states, the project will utilize the information gained as the basis for developing guidelines useful to educational leadership. Areas of concern include policy or position statements developed by the state and sources of funds used to support career education.

Study to Determine the State of the Art and Bases for Curriculum Decisions in Marine Sciences.
Mackin, Edward
Olympus Research Corp., Washington, D.C.
OEC-0-74-9247
July 1, 1974—June 30, 1975

The purpose of this project is to study the state of the art of marine science education to be used in developing future education programs and making curriculum decisions. A publication based on the results of this study will be developed. The specific objectives of the study include (1) assessing the present and future manpower situations; (2) reporting the availability of relevant material; (3) describing the need for new program offerings; (4) determining the materials that need to be developed; (5) identifying the most significant issues; and (6) clustering the key occupations and places of employment.

State Vocational-Technical Education Curriculum Laboratory.
Reynolds, William E.
Illinois State Board of Vocational Education and Rehabilitation, Springfield.
OEG-0-72-4684
December 30, 1973—December 30, 1974

This augmentation grant is to be used to continue and expand the services of the Curriculum Laboratory. The objectives are to (1) improve the Curriculum Laboratory's state-wide capability to develop and disseminate curriculum; (2) place greater emphasis on the career education concept in terms of curriculum development and dissemination; (3) initiate discussion with the neighboring states in an effort to regionalize curriculum development and dissemination; and (4) provide an organizational and operational structure through which needed instructional materials can be identified, secured, developed, and disseminated.

State Vocational-Technical Education Curriculum Laboratory.
Bruce, Herbert
Kentucky Univ., Lexington.
OEG-0-72-4683
December 30, 1973—December 30, 1974

This augmentation grant is to be used to continue and expand the services of the Curriculum Laboratory. The objectives are to (1) improve the Curriculum Laboratory's state-wide capability to develop and disseminate curriculum; (2) place greater emphasis on the career education concept in terms of curriculum development and dissemination; (3) initiate discussion with the neighboring states in an effort to regionalize curriculum development and dissemination; and (4) provide an organizational and operational structure through which needed instructional materials can be identified, secured, developed, and disseminated.

Development of Curriculum and Curriculum Materials Relative to Small Business Ownership and Management Training, Grades 10-12.
Springer, Judith
The Athena Corp., Bethesda, Md.
OEC-0-74-9030
June 27, 1974—June 26, 1976

Curriculum on training for small business ownership and management is lacking for grades 10-12. To bridge this gap, the following materials will be developed: a teacher's guide, a student's guide, a small business game, a mechanism to provide student and teacher contact with the local business community, and a training package to provide teacher training in curriculum content and course administration.

Curriculum Development in Hospitality and Recreation Occupations Cluster, Grades 7-12.
Levy, Frederick
Contract Research Corp., Belmont, Mass.
OEC-0-74-9242
July 1, 1974—July 1, 1976

This project proposes to develop curriculum for the hospitality and recreation occupations cluster for grades 7-12. Procedures will include redefining the cluster with greater specificity; determining the occupational areas to be included in the cluster based on present and projected manpower needs, the current state of the curricula offerings, and needs of students; and developing, testing, revising, and disseminating curriculum modules and student information sheets for the exploration and beginning specialization phase for grades 7-9 and curriculum modules and information sheets for the skill development specialization phase for grades 10-12.

Development and Evaluation of Educational Programs in Bio-Medical Equipment Technology.
Hozid, Joseph
Technical Education Research Center, Cambridge, Mass.
OEG-0-8-000973-1873
January 1, 1974—December 31, 1974

The purpose of this ongoing project is to help plan, evaluate, and implement technician education programs in bio-medical equipment technology (BMET) at the postsecondary level. Activities will include testing and publishing instructional materials and program planning materials needed by (1) the seventy schools operating and planning BMET programs in cooperation with the BMET project, and (2) other schools which may be interested in establishing BMET programs. This research and curriculum development project will be implemented in close cooperation with approximately seventy community and junior colleges, technical institutes, and other educational institutions in twenty-eight states.

Development and Evaluation of Educational Programs in Nuclear Medical Technology.
Hozid, Joseph
Technical Education Research Center, Cambridge, Mass.
OEG-0-8-070313-4602
September 15, 1973—September 14, 1974

The purpose of this ongoing project is to help plan, evaluate, and implement technician education programs in nuclear medicine technology (NMT) at the postsecondary level. The major effort will focus on transplanting NMT programs to additional schools, and will utilize feedback from schools and employers to facilitate the development of increasingly adaptable and relevant NMT programs in schools throughout the country. This research and development project will be implemented in close cooperation with thirty community and junior colleges, technical institutes, and other educational institutions in nineteen states.

Development of Curriculum and Curriculum Materials for the Arts and Humanities Occupational Cluster in the Context of Career Education.
Hansen, Mary L.
Technical Education Research Center, Cambridge, Mass.
OEC-0-74-9253
July 1, 1974—September 30, 1976

The goal of this project is to develop curriculum in the arts and humanities in the context of career education for grades 7-12. Specific objectives are to conduct an occupational analysis; determine the state of the art in curriculum development; prepare an annotated bibliography of curriculum materials; prepare guides for teachers, counselors, and students; and test and revise materials for use throughout the nation.

Feasibility Study, Development of Curriculum Design, and Concept Paper on the Home as a Learning Center for Career and Family Life Education.
Bobbitt, Norman
Michigan State Univ., East Lansing.
OEC-0-74-8735
August 1, 1974—July 31, 1975

The major goals of the study are to develop the concept of the home as a learning center for both children and adults throughout the life cycle of the family; and to survey families and educators to identify specific behaviors which can most effectively and efficiently be learned in the home setting. Specific objectives are to determine if a need exists for a home-based learning center; determine if necessary linkages between community agencies, schools, and homes can be established for providing a significant home-based learning model; determine an appropriate home-based learning model for each stage of the family life cycle; and determine useability of existing delivery systems for identifying a home-based learning model.

State Vocational-Technical Education Curriculum Laboratory.
Wall, James
Mississippi State Univ., Mississippi State.
OEG-0-72-4685
December 30, 1973—December 30, 1974

This augmentation grant is to be used to continue and expand the services of the Curriculum Laboratory. The objectives are to (1) improve the Curriculum Laboratory's state-wide capability to develop and disseminate curriculum; (2) place greater emphasis on the career education concept in terms of curriculum development and dissemination; (3) initiate discussion with the neighboring states in an effort to regionalize curriculum development and dissemination; and (4) provide an organizational and operational structure through which needed instructional materials can be identified, secured, developed, and disseminated.

Instructional Film in Public Services "Common Core" for Training Via TV in the Home.
Pascal, Joseph
Insight Communications Group, New York, N.Y.
OEC-0-74-7925
June 13, 1974—June 13, 1975

The purpose of this project is to produce ten films designed to be used either for instruction at home via

cable or public television or for instruction at vocational and technical schools, adult education learning centers, and in extension programs. The objectives of the films are to (1) define the role of public service, (2) promote interest in public service careers, (3) provide practical information on how to obtain and keep a public service job, (4) identify good work habits and self-improvement methods, and (5) outline procedures for securing public service employment.

Curriculum Development Basic to the Training of Individuals for Employment in Agri-Business, Natural Resources, and Environmental Protection.
McGhee, Max
Ohio State Univ., Columbus.
OEC-0-72-4677
July 1, 1974—July 1, 1976

This continuing project will develop and validate curriculum guides in career education in agribusiness, natural resources, and environmental protection. The career guides will be used to initiate leadership in integrating agricultural occupations into the career education curriculum of the public schools. The specific objectives are to identify the major agribusiness, natural resources, and environmental protection occupational categories to determine the state of the art in curriculum development in the various categories; and develop, validate, and disseminate curriculum guides for inclusion in career education programs in agribusiness, natural resources, and environmental protection for grades K-12.

Development and Utilization of Metric Education Instructional Materials in Vocational-Technical and Adult Education.
Magisos, Joel H.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
OEC-0-74-9335
July 15, 1974—June 30, 1977

The six major objectives of this project are to (1) compile an annotated bibliography on metric education for vocational, technical, and adult education; (2) develop a position paper on metric education; (3) develop and field test metric packages for seventy-five vocational and technical program areas in grades 10-14; (4) develop and field test metric packages for adult basic education; (5) develop and conduct an inservice workshop in each of the ten USOE regions; and (6) develop an implementation guide for installing the metric packages in ongoing programs.

State Vocational-Technical Education Curriculum Laboratory.
Meek, Ronald
Oklahoma State Board for Vocational Education, Stillwater. Div. of Technical Education.
OEG-0-72-4682
December 30, 1973—December 30, 1974

This augmentation grant is to be used to continue and expand the services of the Curriculum Laboratory. The objectives are to (1) improve the Curriculum Laboratory's state-wide capability to develop and disseminate curriculum; (2) place greater emphasis on the career education concept in terms of curriculum development and dissemination; (3) initiate discussion with the neighboring states in an effort to regionalize curriculum development and dissemination; and (4) provide an organizational and operational structure through which needed instructional materials can be identified, secured, developed, and disseminated.

Development and Evaluation of Educational Programs in Laser and Electro-Optical Technology.
Roney, Maurice
Technical Education Research Center, Waco, Tex.
OEG-0-8-080491-4701
August 15, 1973—August 15, 1974

This ongoing research and curriculum development project will be implemented to systematically provide the necessary program planning, instructional, and other materials and services to assist community and junior colleges, technical institutes, and other educational institutions throughout the country to plan and implement technician education programs in laser and electro-optical technology. Activities and products include the completion and publication of first- and second-year instructional materials and administrators' planning guides.

Develop Curricula for Training Vocational Education Curriculum Specialists.
Hill, Alberta D.
Washington State Univ., Pullman.
OEC-0-74-9287
July 1, 1974—July 1, 1976

The purpose of this project is to develop a competency-based program to prepare curriculum specialists in vocational curriculum. The three major objectives are to identify, expand, and validate competencies needed by curriculum specialists in vocational and career education; develop and test instructional procedures and materials which will develop competencies needed by vocational curriculum specialists; and develop a guide for the installation of a vocational education curriculum specialist option at the graduate level.

FISCAL YEAR 1975

SUMMARY

Part C. Research

The ninety-four projects awarded for this fiscal year are grouped by the following priority areas:

Administration of Vocational Education at the State Level (twenty-two projects)
Administration of Vocational Education at the Local Level (sixteen projects)
Comprehensive Systems of Guidance, Placement, and Follow-Through Services (nineteen projects)
Educational Personnel Serving the Educationally Disadvantaged, Handicapped, and Minorities (seventeen projects)
Curriculum, Demonstration, and Installation Studies (twelve projects)
Special Projects of National Significance (eight projects)

Funds appropriated were $9,000,000.

Part D. Exemplary

Of the sixty-six projects listed, eleven are new and fifty-five are continuations from previous years. Appropriation: $8,000,000.

Part I. Curriculum Development

Twenty projects were funded with an appropriation of $1,000,000.

Part J. Bilingual Vocational Training

This was the first year that bilingual vocational training programs were supported under Part J of the Education Amendments of 1974, Public Law 93-380. Twenty-one programs were supported with an appropriation of $2,300,000.

SOURCE DOCUMENTS

U.S. Department of Health, Education, and Welfare, Office of Education. *Applied Research Projects Supported in FY 1975 Under Section 131(a) of Part C of the Vocational Education Amendments of 1968.* ED 115 759. Washington, D.C.: Bureau of Occupational and Adult Education, 1975.

U.S. Department of Health, Education, and Welfare, Office of Education. *Abstracts of Exemplary Projects in Vocational Education Supported Under Section 142(c) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576).* ED 099 523. Washington, D.C.: Bureau of Occupational and Adult Education, June 1974.

U.S. Department of Health, Education, and Welfare, Office of Ecucation. *Abstracts of Exemplary Projects in Vocational Education Covering Fiscal Years 1975, 1976, and 1977 Supported Under Section 142(c) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576).* ED 151 547. Washington, D.C.: Bureau of Occupational and Adult Education, February 1978.

PART C. RESEARCH

PRIORITY: ADMINISTRATION OF VOCATIONAL EDUCATION AT THE STATE LEVEL

Alabama Vocational Management Information System.
Patterson, Stanley D.
Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges.
498AH50127
OEG-00-75-00316
July 1, 1975–December 31, 1976

A management information system will be designed and implemented as a result of this program. The system will provide decision makers with accurate, usable, and timely data and with information concerning input, output, and impact of vocational education. The general approach will be to evaluate and consolidate existing components of data systems and to design and develop additional components to contribute to a comprehensive management information system. Inservice training will be conducted to insure that all subsystems are compatible and capable of being integrated.

A Comprehensive System for the Evaluation of Individualized Manpower Training Sites.
Seay, Donna M.
Technical Education Research Center, Montgomery, Ala.
498AH50021
OEG-00-75-00333
July 1, 1975–June 30, 1976

A major outcome of this project will be a comparative analysis between Individualized Manpower Training System (IMTS) and comparable non-IMTS site installations on student achievement, attendance, and dropouts. The data will be analyzed for both summative and formative assessments useful in planning and implementation. The computerized information system will serve as a general operational model for use by vocational administrators.

A Model for Developing Alternative Administrative Strategies for Maximizing Comprehensive Vocational Program Planning and Evaluation.
Nichols, Jack D.
Arkansas State Dept. of Education, Little Rock.
498AH50038
OEG-00-75-00336
June 15, 1975–November 15, 1976

The project will develop and implement a school- and community-based model for maximizing the vocational education goals in a local community. The project is designed to explore administrative strategies and alternatives to improve the coordination of all resources for assessment, planning, and management techniques through closer community linkage. Procedures at three model sites will include inservice programs and organization of advisory councils.

Design and Interactive Interface System for a Management Information System in Colorado.
Barnes, Robert F.
Colorado State Board for Community Colleges and Occupational Education, Denver.
498AH50034
OEG-00-75-00335
July 1, 1975–December 31, 1976

This project will result in improved job supply and demand data for arriving at a training needs index (a measure of surplus or deficit of employable manpower by OE program code), and a common cost data base and training station data base to produce program need data for use by decision makers at the state and local levels. An interactive interface system among training needs output, program cost factors, and training station availability components will be developed. The project will expand job supply components to include company-trained personnel and in-migration.

A Needs Assessment for Career Planning and Preparation in Connecticut.
Masley, Philip T.
Central Connecticut State Coll., New Britain. School of Education.
498AH50221
OEG-00-75-00321
July 1, 1975–December 31, 1976

This program will collect selected data concerning career aspirations, plans, and needs of Connecticut residents and will provide data on current guidance practices, career education planning, and current labor market needs. This data will be compared so that recommendations may be made for the career planning and guidance of selected target populations. Concurrent with this activity, new inservice training materials and a user guide will be prepared for career guidance.

Continued Development and Implementation of the Multifarious, Student-Based, Management Information System.
McCage, Ronald D.
Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.
498AH50217
OEG-00-75-00320
July 1, 1975—December 31, 1976

This project will further refine and integrate the previously developed subsystem components (student supply, manpower demand, supply and demand interface, and followup) in the multifarious, student-based Management Information System (MIS). The project will develop linkages between the MIS and components of program cost, student placement, three-phase evaluation, and an occupational education coordination council. The MIS will be expanded from its current four counties to a ten-county analytic region, and new approaches to better utilize available data will be explored.

Development of an Alternative Statewide Management System for Vocational Education Using Regional Planning for System Design, Implementation, and Field Testing.
Gentry, Don K.
Indiana State Board of Vocational and Technical Education, Indianapolis.
498AH50022
OEG-00-75-00334
July 1, 1975—December 31, 1976

This project will identify three regional planning groups responsible for developing a regional plan to interface with a state management information system by July 15, 1975. A state task force will develop a management information system for administering and planning vocational education by November 23, 1976. The impact of regional plans on the existing data system and state laws will be analyzed by December 15, 1976. The project will provide a summarization of changes in the state administrative system and state law needed to implement the management information system developed by December 15, 1976.

Management Information System for Occupational Education (MISOE).
Conroy, William G., Jr.
Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
498AH50013
OEG-00-75-00331
July 1, 1975—December 31, 1975

This project will implement parts of an occupational education census data system which provides a description of the skills (by occupational title) with which students exit programs, and the cost of occupational education programs by school. The project will analyze data from a retrospective impact study which estimates the differential impact of occupational and academic education on society and students. Each of these activities will provide the state with an improved basis for planning and managing occupational education and should provide an opportunity for others to capitalize on this experience.

A Project to Design, Develop and Test a Comprehensive Management Plan for Vocational Education in Missouri.
Miller, W. R.
Missouri Univ., Columbia. Coll. of Education.
498AH50147
OEG-00-75-00317
July 1, 1975—December 31, 1975

Project objectives include (1) formulating a general systems approach to long-range planning for vocational education in the state through 1990; (2) identifying, evaluating, and assembling current or projected data on manpower, student placement, follow-up, job success, job satisfaction, cost, and data on the nature and scope of vocational education programs; (3) determining public attitudes toward vocational education and designing a public information scheme in response to those findings; and (4) providing criteria and guidelines for area vocational schools.

Development of a State Agency Vocational Education Planning and Decision-Making System.
Glasscock, Wilford R.
Montana State Office of Superintendent of Public Instruction, Helena.
498AH50084
OEG-00-75-00341
July 1, 1975—December 31, 1976

This project will result in the development and implementation of a comprehensive evaluation subsystem and the expansion, development, and implementation of a student characteristics subsystem. These subsystems will provide for the correlation of information on the accuracy of program offerings (curriculum and instruction) as related to postgraduate vocational student behaviors. Evaluation feedback will be used to improve planning and development processes. A procedural manual will be written and maintained for administrative use.

Nebraska Vocational Information System.
Mendenhall, Elton B.
Nebraska Occupational Needs Research Coordinating Unit, Lincoln.
498AH50077
OEG-00-75-00340
January 1, 1976—December 31, 1976

The focus of this project will be on the latter three phases of a plan designed to assess, determine the priority of, design, test, implement, and evaluate a vocational education information system to support administrative decisions. The project will: test current system components in a sample of local school districts by using instruments, procedures, and computer programs; modify instruments as prescribed by test results; diffuse revised instruments into administrative activities; and provide for continuous evaluation and adjustment.

Development of a Comprehensive Management and Information System for the Division of Vocational-Technical Education, New Hampshire State Department of Education.
Murphy, Lila C.
New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.
498AH50139
OEG-00-75-00345
July 1, 1975—December 31, 1976

Project objectives are to design a comprehensive management information system with implementation and evaluation procedures; establish a reliable, accessible data base required for a comprehensive system; establish an Occupational Information Center; and develop and test a state-wide program evaluation model and design plans for implementation in 1976-77. This system will provide decision makers at the state and local level with current information for analyzing manpower needs, setting priorities, and planning and evaluating programs.

Vocational Technical Information System.
Labodda, Roger A.
New Mexico State Dept. of Education, Santa Fe. Div. of Vocational Education.
498AH50123
OEG-00-75-00315
July 1, 1975—December 31, 1976

This project will revise the V-TIS to give the State Department of Education and local school districts adequate information about manpower needs, student placement, followup, cost analysis, needs assessment, and other information requisite to equitable distribution of monies under a state-wide funding formula. The project will analyze equipment requirements and capabilities, write computer programs in appropriate language, verify program logic using test data, test and debug present programs, evaluate and modify existing programs, and define data needs of the Vocational Unit and the Department of Education.

An Assessment of Current Methods of Fulfilling Empirically Determined Educational Information Needs.
Katz, Douglas S.
North Carolina State Univ., Raleigh. Center for Occupational Education.
498AH50165
OEG-00-75-00319
July 1, 1975—September 30, 1976

This project will develop a dictionary of informational requirements, user guidelines, and associated technical reports which will have application at national, state, and local levels. An empirical determination of the uniformity and comparability of data across state systems will provide a base for establishing a national vocational education data system. The project will implement the self-assessment procedure in selected states and analyze this self-assessment.

Models for the Use of a Data Base in Planning State and Local Vocational Programs.
Gilles, Donald M.
Oregon State Dept. of Education, Salem. Div. of Planning Development and Evaluation.
498AH50353
OEG-00-75-00327
July 1, 1975—December 31, 1976

This project will design, develop, and test a system to improve the competencies of state and local personnel in the use of data for program planning, curriculum development, and career guidance. The project will demonstrate how to use state and local data to improve vocational program planning and the curriculum process at the state, community college, and secondary levels. Inservice programs will be held for training state staff, regional coordinators, and local program planners.

An Information Network and Simulation Model for Vocational Education.
Beaulieu, Reo
Rhode Island State Dept. of Education, Providence.
498AH50343
OEG-00-75-00326
July 1, 1975—June 30, 1976

This project will provide a common manpower supply and demand data base for agencies involved in meeting the occupational and training needs of the citizens of Rhode Island, and will also yield a tool for the planning and administration of vocational education programs. The validity of this predictive manpower simulation model as an analytic and planning tool for vocational education and manpower-training administrators will be tested.

Follow Through—Management Information System.
Bak, L. E.
South Dakota State Div. of Vocational Education, Pierre.
498AH50088
OEG-00-75-00343
July 1, 1975—June 30, 1976

This effort will result in a state-wide, uniform procedure for assessing the training given vocational students once they enter the labor force. Information obtained will be used in making changes and decisions in curriculum, guidance and counseling, and administration. Procedures will include: compiling a directory of employers; developing a "certification of program completion" to identify individual student employment capabilities; and devising a follow-through system for high school students and a procedure of information flow from vocational programs to industry.

Implementation of a State Wide Computer-Based Occupational Information System with Multi-Facet Delivery Systems.
Cameron, Walter A.
Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.
498AH50245
OEG-00-75-00322
July 1, 1975—June 30, 1976

This project will computerize the present Tennessee occupational information data to provide online access as well as computer output microfiche, and will develop manual pinsorts for exploring both the Tennessee junior high and secondary school level occupational information. The project will also develop delivery systems to present occupational information to special user groups, e.g., blind and disadvantaged students. User guides will be developed on the various occupational information delivery systems, cost data will be provided, and reactions of students, teachers, counselors, and parents to the various delivery approaches will be evaluated.

The Design of a Management Information System for Occupational Education in Texas.
Barber, Ray
Texas Education Agency, Austin. Div. of Occupational Research and Development.
498AH50017
OEG-00-75-00332
July 1, 1975—December 31, 1975

This project will identify the characteristics of a management information system for occupational education in Texas. Also identified will be the rationale for selection of a system design; ways in which the system will be integrated with the Texas Education Agency's ongoing programs and procedures; and the procedures, funds, equipment, and personnel required to develop the system. The project will provide occupational educational policymakers in Texas with knowledge of requirements, processes, and capabilities of management information systems in shaping management decisions.

Comprehensive Planning and Management of Washington State Vocational Education.
Flinn, Laurence H.
Washington State Coordinating Council for Occupational Education, Olympia.
498AH50177
OEG-00-75-00410
June 1, 1975—November 20, 1976

This project will develop a forecast capability to support comprehensive planning, as well as the development of a management and organization structure for improved service delivery. The project will provide necessary information and training for public, state, and local administration to understand and use the management systems and techniques developed, and to improve delivery of vocational education services at both state and local levels. The project will also improve interfaces with state and national sources.

Design and Development of Fiscal and Student Follow Up Components of the West Virginia Comprehensive Data System for Vocational Education (CDS-VE).
Burdette, Clarence E.
West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
498AH50157
OEG-00-75-00318
July 1, 1975—July 31, 1976

This program will establish a data base for determining specific vocational program operating costs of approved vocational curricula, evaluate selected aspects of vocational education program effectiveness through followup surveys, and involve state and local level personnel in cooperative planning and development of financial and followup systems. Information needed by state and local administrators in planning, budgeting, operating, and evaluating vocational education programs will be provided.

Development of a Management Information System of the Puerto Rico Research Coordinating Unit, Phase II.
Serra, Vidal Velez
Puerto State Dept. of Education, Hato Rey.
498AH50109
OEG-00-75-00313
July 1, 1975—June 30, 1976

This project will provide for the interfacing of supply and demand data, a requisite for occupational education planning within the Commonwealth. Moreover, the expanded Management Information System will serve to provide local personnel (especially vocational directors) with hard basic data on regional needs for manpower resources, available and projected facilities, output data on followup studies, and available teaching resources.

PRIORITY: ADMINISTRATION OF VOCATIONAL EDUCATION AT THE LOCAL LEVEL

Management Information System.
Spaziani, R. L.
Alaska State Dept. of Education, Juneau. Div. of Vocational Education.
498AH50028
OEG-00-75-00432
July 1, 1975—March 31, 1976

This project will determine whether or not students can be trained to successfully conduct local job-market surveys and data analyses. A system will be developed for using students to collect and compile local job-market information to be used by state and local education associations for vocational education planning, career counseling, and placement activities. Student training packages, consisting of self-instruction manuals and job survey forms, will be developed.

Development of a System for Planning, Managing and Evaluating Cooperative Work-Study Programs.
Blaschke, Charles L.
Education Turnkey Systems, Inc., Washington, D.C.
498AH50102
OEG-300-75-0182
July 1, 1975—June 30, 1976

Systematic procedures for initiating cooperative education work-study programs will be designed as a result of this project. The design will include program planning methods, program management, and techniques for evaluating program effectiveness and efficiency. The approach will seek to incorporate components which contribute most to program effectiveness and which will permit ready identification of the relationships between expenditures and resources used and actual program outcomes.

Strengthening Local Administration of Vocational Education through Design, Implementation and Evaluation of Alternative Delivery Systems for Use by Coordinating Councils.
Mills, Joe D.
Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
498AH50092
OEG-00-75-00436
June 15, 1975—December 14, 1976

A vocational education coordinating model adaptable to twenty-eight Florida community college districts will be designed in this project. Surveys will be made of all twenty-eight councils to collect information and data on composition, organization, information requirements, and operation. The data will be analyzed to determine council characteristics, strengths, and variables attributable to local special needs. The product will be descriptions of the configurations and functions of alternative, tested models for the vocational education district coordinating councils.

Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii.
Kudo, Emiko I.
Hawaii State Dept. of Education, Honolulu. Vocational Technical Education.
498AH50291
OEG-00-75-00451
July 1, 1975—June 30, 1976

This project will train counselors and administrators to implement career development programs in the Hawaiian public schools. Materials developed by the staff of the Department of Educational Administration, University of Hawaii, will be field tested with counselors and administrators in selected districts. Based on evaluation of the workshop outcomes, the materials will be revised and retested. The product of this effort will be course materials and instructional procedures for training inservice counselors and administrators to implement career development programs.

A Proposal to Develop and Implement a Management and Information System for Long-Range Planning of Vocational Education Programs at the Local Level.
Thuemmel, W.
Michigan State Univ., East Lansing. Middle Cities Education Association.
498AH50216
OEG-00-75-00676
July 1, 1975—September 30, 1976

The purpose of this project is to develop a system for using computer capabilities to analyze the data on which vocational education administrators base immediate decisions and long-range plans. The study will investigate both the kinds of management data considered essential and the prediction capabilities which will be most useful in local education association planning activities. The project product will be a field tested, computer-based vocational education planning information system which will aid local decision making.

Preparation of Leaders for Industry Services Programs in State, Area, and Local Vocational Education Agencies.
Wall, James E.
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.
498AH50126
OEG-00-75-00439
July 1, 1975—December 31, 1976

This project will identify the competencies required to administer and successfully coordinate industry services programs; design and field test an instructional program with materials for training personnel to implement and evaluate industry services programs; and develop a user's guide for the instructional program. Results will be useful in improving leadership competencies of vocational education personnel who work with industries and businesses that are expanding their operations or starting new plants.

A Plan for a Comprehensive Occupational Education System in New York City—Research and Experimentation in a Skill Center.
Quarles, George R.
New York City Board of Education, Brooklyn, N.Y. Office of Career Education.
498AH50188
OEG-00-75-00677
July 1, 1975—December 31, 1976

The program will develop a plan and collect data for modifying programs to provide more flexible and responsive vocational education training through a centralized facility. Activities include conversion of an existing school to a skills training center; development of improved career guidance; collection of job market data; establishment of time frames within which individuals can be trained for specific skills; modification of curricula and instructional materials to permit open entry/open exit flexibility; and development of liaison activities with industries and community organizations.

Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs.
Parsons, Edgar A.
System Sciences, Inc., Chapel Hill, N.C.
498AH50236
OEG-300-75-0258
July 1, 1975—September 30, 1976

This project will identify and evaluate alternative strategies which vocational education administrators can employ to eliminate the restrictive influences of sex stereotyping on the choice of occupations and training offered to students of both sexes. The product will be an implementation guide for use by administrators. The manual will describe in detail the alternative interventions, their relative effectiveness, materials to be used, and procedures for implementation and evaluation.

Development of Competency-Based Instructional Materials for Local Vocational Education Administrators.
Norton, Robert E.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
498AH50193
OEG-00-75-01702
July 1, 1975—December 31, 1976

This project will develop and field test a set of in-service training materials. These materials will be designed to teach the critical competencies which have been identified by means of a needs assessment as most needed by local vocational education administrators. Prototype training materials will be prepared and subjected to committee critique. The revised materials will be field tested in four independent and geographically diverse sites. Final revision of the materials and user guide will follow the field testing.

Improving the Economic Assumption Factors in the Cost-Benefit Study Formulas for Ohio Vocational Education.
Balthaser, R. D.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
498AH50209
OEG-00-75-01705
July 1, 1975—December 31, 1976

The project will support area vocational education cost-benefit studies by Dr. I. A. Ghazalah, Department of Economics, Ohio University. In these studies, the investigator will extend and supplement prior research for the Ohio Education Data Systems which are sponsored by the State Department of Education. A subcontracting investigator will collect vocational education planning district economic and social data, develop a computerized data base system using Ohio regional economic and personal factors, and develop data printouts for distribution to LEAs in Ohio.

Occupational Education Program Articulation Between Secondary Vocational Education Centers and Greenville Technical College.
Mixon, J. Ray
Greenville Technical Coll., S.C. Div. of Planning and Research.
498AH50303
OEG-00-75-00453
July 1, 1975—June 30, 1976

This project will coordinate secondary level vocational education programs with postsecondary programs to eliminate unnecessary duplication of job skills training. A conference of secondary and postsecondary institution administrators will be convened to develop general policy guidelines on curriculum requirements, advanced placement, degree requirements, and secondary and postsecondary articulation procedures.

A State Inservice Training Model for Local Directors of Vocational Education.
Miller, Melvin D.
Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.
498AH50286
OEG-00-75-00447
May 1, 1975—September 30, 1976

The purpose of this project is to replicate experimentation with Extern, an inservice professional training concept, which was developed for vocational education administrators. Prior experiments with this approach were conducted in Oregon and Arkansas. A needs assessment will be made using the Miller-Courtney Vocational Leadership Competency Test and an unpublished dogmatism-supportiveness-flexibility scale. Based on this data, a training program, consisting of a summer workshop followed by a long-term series of developmental activities, will be planned.

Identification of Competencies Needed by School Superintendents Serving as Vocational Directors.
McNamara, James F.
Texas A and M Univ., College Station.
498AH50136
OEG-00-75-00440
June 1, 1975—November 30, 1976

This project will analyze the management skills required by superintendents acting as vocational education directors, develop descriptions of training needs and specific course objectives, and design and describe alternative preservice and inservice administrator training models. Alternative administrator preparation program models for preservice and inservice training will be developed and critiqued by the advisory committee.

Developing Competency-Based Training Materials to Meet the Inservice Needs of Local Vocational Education Administrators.
Finch, Curtis R.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
498AH50284
OEG-00-75-00446
July 1, 1975—December 31, 1976

This project will develop teaching materials and user guides for training local level vocational education administrators. The products of the project will be four to six instructional packages which, together with a user guide, will approximate four graduate credit hours of instruction. Each package will cover an area of high priority management skills needed by local vocational education administrators. Prototype materials will be developed and field tested with fifteen to thirty administrators.

A Proposal for Developing a Performance-Based Professional Development Program for Vocational Administrators in Local Education Agencies.
Jones, Charles I.
Marshall Univ., Huntington, W.Va. Dept. of Occupational, Adult and Safety Education.
498AH50158
OEG-00-75-00441
July 1, 1975—June 30, 1976

This project will develop individualized instruction units for training local level vocational education administrators in the knowledge and skills required to manage LEAs effectively. The materials development will be based on an assessment of needed competencies which are categorized in terms of their importance in local administration. The instructional materials are intended for use in both preservice and inservice training programs.

Trust Territories Career Education Materials Demonstration and Dissemination Conference for Vocational Education Administrators.
Ramarui, David
Trust Territory of the Pacific Islands Dept. of Education, Saipan.
498AH50367
OEG-00-75-00454
July 1, 1975—June 30, 1976

The project involves unifying the dissemination of vocational and career education information and developing administration strategies for an island school system. The focus is on conduct of a workshop conference on vocational and career education concepts as a first step in developing a unified administrative strategy. Participants from all districts will attend the five-day workshop. Conferees will visit and examine programs at several education facilities, such as Ponape Agricultural and Trade School and several elementary schools with prevocational programs.

PRIORITY: COMPREHENSIVE SYSTEMS OF GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH SERVICES

National Consortium for Research on Competency-Based Staff Development in Comprehensive Career Guidance, Counseling, Placement, and Follow-Through.
Mitchell, Anita
American Institutes for Research Youth Development Research Program, Palo Alto, Calif.
498AH50189
OEG-00-75-00347
July 1, 1975—December 31, 1976

This project will attempt significant changes in preservice and inservice staff development for personnel who are establishing comprehensive programs of career guidance, counseling, placement, and follow-through services. A four-state consortium coordinated by American Institutes for Research (AIR) will participate. A comprehensive catalog listing competency-based staff development will be developed. The project will result in a competency-based learning approach.

Model for Collection, Synthesis, Dissemination and Infusion of Career Guidance Exemplary Practices.
Upton, Anne
California State Dept. of Education, Sacramento.
498AH50085
OEG-00-75-00342
July 1, 1975—December 31, 1976

This project will report on and validate promising practices from developmental and research projects (1971-1974) with or without special funding. The project will create inservice training packages for each goal within the California Career Development Model. These packages will be pilot tested, evaluated, and prepared for dissemination. The pilot testing will be done in a series of two-day workshops.

The Conceptualization, Development and Implementation of a Comprehensive Guidance Model.
Vail, Paul
Georgia State Board of Education, Atlanta. Office of Adult and Vocational Education.
498AH50072
OEG-00-75-00339
July 1, 1975—December 31, 1976

This project will develop a kindergarten through postsecondary comprehensive guidance model, and design and implement a state and local level management system to deliver a comprehensive guidance program to all Georgia school systems. The project will provide a formative evaluation of the materials currently existing in terms of the goal of this project and of those materials to be developed as a result of this program. The model system will be installed for developmental purposes in sixteen participating demonstration schools.

Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through for Persons at All Levels of Education for Idaho.
Hipple, Thomas E.
Idaho Univ., Moscow. Coll. of Education.
498AH50179
OEG-00-75-00346
July 1, 1975—December 31, 1976

This project will develop a comprehensive system of guidance, counseling, placement, and follow-through services for all elementary, junior high, high school or post-high school students. The project will develop a systematic guide incorporating accepted and tested materials and procedures. The guide will be subjected to formal review using a jury of experts and will then be disseminated to serve as a means of self-help for local schools at all levels.

Personalized Approach to Guidance Excellence.
Peterson, Marla
Eastern Illinois Univ., Charleston.
498AH50049
OEG-00-75-00337
July 1, 1975—December 31, 1976

This project will provide systematic linkage among selected projects which have been funded under Parts C and D so that the best guidance components can be extracted from each and be translated into comprehensive system(s) of career guidance. A flexible, comprehensive career guidance model will be devised. The project will prepare and test multi-media packages of user materials which will serve as a resource for effective programs, and will give vivid and explicit examples of procedures to be used in administering and organizing a comprehensive K-adult guidance, counseling, placement, and followup program.

A Study to Determine the Effects of a Comprehensive and Experiential System of Vocational Guidance and Career Development on Junior High School Pupils.
Newton, Mark
Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.
498AH50098
OEG-00-75-00338
July 1, 1975—August 31, 1976

The project will further develop a comprehensive, experiential, vocational guidance curricular system at the ninth grade level. The project will test for

main and interaction effects of a comprehensive vocational guidance curricular system for these same pupils. The guidance oriented work experience component and the Life Career Development System will be used as the experimental variables in the proposed research. Western Kentucky University will provide the work stations needed in all fifteen USOE occupational clusters.

A Research and Pilot Implementation Proposal to Identify and Provide Experience Options for General Students.
Cook, Ray A.
Bureau of Vocational Education, Augusta, Maine. Dept. of Education and Cultural Services.
498AH50122
OEG-00-75-00344
July 1, 1975—December 31, 1976

The project will identify and highlight the needs of the general student in secondary schools. The project will test and describe some specific means of providing a greater and more pertinent array of experience options in terms of immediate educational experiences and future career development. The approaches used in this study will be described for dissemination and possible implementation in other schools. This study will identify the barriers preventing students from reaching their respective potentials.

DISCOVER: A Computer-Based Career Guidance and Counselor-Administrative Support System.
Harris-Bowlsbey, JoAnn
Western Maryland Coll., Westminster. Dept. of Education.
498AH50144
OEG-00-75-00409
September 1, 1975—February 28, 1977

This project will complete the programming of all remaining modules of the grades 7-12 system, including all administrative- and counselor-support functions. The project will field test the total grades 7-12 guidance system in two sites in Maryland and revise the system in design, scripting, or programming as needed as a result of the findings of the field trial. The project will disseminate a comprehensive, computer-based, career guidance system that can provide sequential, individualized career guidance services to students along with support services for administrators and counselors.

Genesee Regional Approach to Systematic Placement (GRASP).
Mallory, Alva E.
Genesee Intermediate School District, Flint, Mich. Vocational Education and Career Development Services.
498AH50339
OEG-00-75-00411
July 1, 1975—December 31, 1976

This project will develop and implement a regional placement system which will provide students with a comprehensive placement service to assist them in realizing their career goals. The project will also develop an interface of school placement services with other agencies, develop a regional model and transport that model regionally, provide assistance to youth who must enter an employment market of a highly competitive nature, and provide youth with skills which will make them more employable.

A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.
Berg, Wilbert Arthur
Northern Michigan Univ., Marquette. School of Education.
498AH50201
OEG-00-75-00351
July 1, 1975—December 31, 1976

This project will use the combined available resources, materials, and expertise of two R&D agencies, three state departments of education, a university based in rural Michigan, and a number of local rural districts to design and develop a rural (small) school comprehensive system of career guidance, counseling, placement, and follow-through. An inexpensive set of inservice training tools and a set of career guidance, counseling, placement, and follow-through tools and materials will be collected and produced which will allow the small schools to assist youth and adults in career development.

A Procedure for Planning and Evaluating Senior High School Vocational Education Programs: A Local State System, Phase II.
Stock, William E.
Minnesota State Dept. of Education, St. Paul. Div. of Vocational-Technical Education.
498AH50095
OEG-00-75-00408
July 1, 1975—June 30, 1976

Phase II of this project is threefold: to revise and improve the quantity and quality of the counseling and placement materials, procedures, and services in the four participating schools; to expand the scope of the counseling and placement services; and to develop criterion measures and pilot test an evaluation strategy for using followup data to facilitate curriculum or program changes within two of the participating schools.

Assessment of Career Planning, Guidance, Counseling, Placement and Student Follow-Through Systems.
Riley, R. Courtney
Nevada State Dept. of Education, Carson City.
498AH50229
OEG-00-75-00348
July 1, 1975–December 31, 1976

This project will provide meaningful information concerning the assessment of career planning systems for a wide array of educational institutions regardless of regional location. Career counseling and guidance requirements will be identified for major categories of students, and testing and interview techniques and procedures will be developed. In addition, placement services and follow-through procedures will be determined and effects, cost, and benefits will be evaluated.

Cooperative Research and Development of Comprehensive Coordinated Curriculum Installation and Guidance, Counseling, Placement, and Follow-Through Services with an Emphasis on Special Needs Students.
Russ, George
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
498AH50080
OEG-00-75-00387
July 1, 1975–December 31, 1976

This project will develop and implement curricula and methods to serve students with special needs in regard to vocational career decisions. Curricula in middle and high school level vocational areas will be revised so that career awareness and vocational exploration are integral parts of them. The project will disseminate and advise on implementation of materials developed in this and previous projects in order to prevent duplication of efforts. Exiting students will be provided with realistic information about their options.

Youth Career Action Center.
Allen, Patricia R.
Edenwald-Gun Hill Neighborhood Center, Bronx, N.Y.
498AH50312
OEG-00-75-00674
July 1, 1975–October 30, 1976

The objectives of the project are to (1) increase the vocational direction, employability, and choices available of a selected number of youth (300), more than fifty percent of whom come from families with incomes of less than $6,000 and live in publicly aided housing; and (2) test a new conception of an institution to serve as a comprehensive system of guidance, counseling, placement, and follow-through services which could be anchored in a private agency, public agency, or even a school.

Grand Forks Area Counseling and Placement Program (CAPP).
North Dakota State Board for Vocational Education, Bismarck.
498AH50273
OEG-00-75-00349
July 1, 1975–December 31, 1976

This project will develop a comprehensive system of employment oriented guidance and counseling services for all senior high school students, establish a placement service for 1,000 high school age youths in Grand Forks, and design new and correlate existing vocational course materials for specific work oriented activities. Procedures will include establishment of liaison system with the Employment Security Bureau and other placement services in the area.

A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.
Drier, Harry N., Jr.
Ohio State Univ., Columbus. Center for Vocational Education.
498AH50161
OEG-00-75-01231
July 1, 1975–December 31, 1976

The goal of the project is to help students in small schools become aware of their potential and provide expanding opportunities for exploration and life role preparation. The project will yield a comprehensive system of career guidance, counseling, placement, and follow-through which will be highly transportable within Ohio, as well as nationally. A comprehensive set of inservice materials will be provided for educational personnel on tested procedures, local adaptation and suggestions, and techniques for integrating guidance into the career education and curriculum efforts of rural schools.

A Unified School-Community Approach to Remodel Guidance, Placement and Follow-Up.
Sleeman, George A.
Vermont State Dept. of Education, Montpelier.
498AH50058
OEG-00-75-00338
July 1, 1975–December 31, 1976

This project will develop and implement a school community-based guidance, counseling, placement, and followup program for counselors and support personnel who are in an optimum position to meet the individual career planning needs of every student. As a result of teacher workshops and dissemination of employment information, teachers will be able to make their students aware of the relationship between subject matter and the world of work.

A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.
Strong, Merle
Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.
498AH50323
OEG-00-75-00350
July 1, 1975—December 31, 1976

This project will use the combined available resources, materials, and expertise of two R&D agencies, three departments of education, a university based in rural Michigan, and a number of local rural districts to study and impact on their unique problems in preparing rural youth and adults for their life role transitions. A rural (small) school comprehensive system of career guidance, counseling, placement, and follow-through will be designed and developed to make maximum use of existing community, human, and material resources in assisting each student in career development.

Career Resource Center Development.
Rask, Michael L.
Guam Dept. of Education, Agana. Board of Control for Vocational Education.
498AH50003
OEG-00-75-00330
July 1, 1975—June 30, 1976

This project will develop a system for the delivery of career information to secondary school students. Librarians, counselors, and career education staff will review available career information materials in order to develop a list of recommended materials relevant to Guam. The list compiled will be disseminated to all secondary schools on the island. A Career Resource Center will be developed at each of the two high schools.

PRIORITY: EDUCATIONAL PERSONNEL SERVING THE EDUCATIONALLY DISADVANTAGED, HANDICAPPED, AND MINORITIES

An Experimental Program in Vocational Education at the Elementary School Level.
Griffin, Robert E.
Alabama Univ., University.
498AH50186
OEG-00-75-00390
July 1, 1975—June 30, 1976

The project site will be two representative schools within Tuscaloosa which enroll predominantly black or poor children. To determine the extent to which an innovative program helps develop positive attitudes in children toward teachers and learning, the project will (1) introduce a combined effective education and vocational development program, (2) train the teachers in the necessary skills, (3) develop appropriate materials which stress vocational growth and maturity, and (4) evaluate variables which may be affected by the program.

Study of the Potential Relationship of Vocational Education Programs to Indian Tribal Self-Determination.
Atcitty, Wilbur
Navajo Tribe, Window Rock, Ariz.
498AH50168
OEG-00-75-00443
June 30, 1975—April 29, 1976

The project will develop a model planning process for Indian tribes to use in working with state and local agencies and the Bureau of Internal Affairs (BIA) in order to increase the responsiveness of vocational education programs to Indian tribal priorities. Other objectives are to develop a planning model to avoid duplication and overlap in vocational education programs serving the Navajo Nation, and a planning design whereby the Navajo Tribe can exercise more influence over vocational education policy and programs which serve Navajo students.

Improving Vocational Education Services for Handicapped Students.
Weisgerber, Robert A.
American Institutes for Research, Palo Alto, Calif.
498AH50190
OEG-00-75-00391
July 1, 1975—December 31, 1976

To better enable vocational educators to provide meaningful educational and vocational experiences for handicapped students, the project will (1) identify and document selected vocational education programs that effectively serve blind, orthopedic, and communication-impaired students, and those with limited mental abilities; (2) develop and field test prototype individualized instructional materials; and (3) work cooperatively with school, state, and university personnel to implement the instructional modules and disseminate information about the modules to the field at large.

A Study to Examine and Develop a Comprehensive Model of Identifying and Providing Realistic Vocational Education Experiences for Learning Disabled Students.
Cassell, John T.
Saint Joseph Coll., West Hartford, Conn.
498AH50369
OEG-00-75-00450
July 1, 1975—September 30, 1976

The project will examine existing vocational programs which appear to be meeting the needs of the learning disabled and employers; provide for development of strategies which are capable of meeting the needs of the learning disabled; and identify instruments to measure the comparative effectiveness of occupational interests, counseling, vocational training, and placement of the target population. A final report of current practices and recommendations for program revisions and modifications will be compiled.

Competency-Based Inservice Education for Secondary School Personnel Servicing Students with Special Needs in Vocational Education.
Phelps, L. Allen
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
498AH50048
OEG-00-75-00386
July 1, 1975—June 30, 1976

This project will pilot and field test a series of six competency-based, inservice modules in at least one secondary school program. The performance of each course participant will be evaluated relative to attainment of the competencies identified for each module and each of the six modules will be evaluated in terms of content validity, administrative feasibility, and format improvements needed. The content and format of each of modules will be modified based on the field testing outcomes.

Research and Development of a System to Provide Itinerant Services to Assist Disadvantaged and Handicapped Vocational Students in the States.
Snyder, John E.
Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
498AH50065
OEG-00-75-00433
July 1, 1975—December 31, 1976

This project will provide for the training of educational personnel serving the disadvantaged, handicapped, and minorities. Innovative techniques will be utilized to allow for open entry and exit situations and assure that curriculum information and materials are correlated with meaningful activities, levels of counselor competencies, and flexibility. The project will develop specific user guides for developing personnel necessary to implement "vocademic" education.

The Development and Validation of an In-Service Program for Vocational Teachers of the Disadvantaged.
Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teachers Education.
498AH50100
OEG-00-75-00437
July 1, 1975—December 31, 1976

The project proposes to develop and implement an inservice education program for vocational education teachers, and conduct an indepth assessment of the effects of the program on teachers and students in the cognitive and affective domains. The inservice education program will be designed to improve the teaching effectiveness for disadvantaged students in vocational programs, and rigorous experimental research design will be used to determine the impact on teachers and students.

A Research Project for Expanding the Present Vocational Experience Curriculum.
Thro, Ernest G.
Hardin County Board of Education, Elizabethtown, Ky.
498AH50014
OEG-00-75-00385
July 1, 1975—June 30, 1976

This project will expand the present successful vocational experience curriculum at the ninth grade level by integrating three additional components: a basic skill resource room, a technical simulation unit which reflects Hardin County job opportunities, and pertinent guidance and counseling. A printed curriculum guide will describe the model of the expanded vocational education program with integration of reading and mathematics skills development. A technical simulation unit will be developed in cooperation with community employers and will include fifteen color videotapes of on-the-job training stations.

A Cooperative Activities Model for University and Vocational/Technical School Collaboration in the Training of Personnel to Work with Handicapped Persons.
Gardner, David C.
Boston Univ., Mass.
498AH50296
OEG-00-75-00448
June 30, 1975—December 29, 1976

The project's purpose is to develop and implement an operational training model that will (1) enable Boston University's School of Education and Blue Hills Regional Vocational/Technical School to more effectively train teachers to work with handicapped students in vocational settings, and (2) improve services to the handicapped populations concerned. The proposed program will be developed by using an activities model as the framework for realizing goals of mutual benefit to both organizations.

Development and Implementation of Program Models for Assisting Vocational Teachers in Dealing with the Educationally Disadvantaged, Handicapped, and Minorities.
Meers, Gary D.
Nebraska Univ., Lincoln.
498AH50069
OEG-00-75-00434
July 1, 1975—December 31, 1976

The project will extend the preservice and inservice programs for vocational educators, provide them with assistance in improving instructional programs for the target populations, and assist in developing and disseminating materials and resources which will help improve services to these groups. Materials, activities, and models will be developed as resource information packets. Inservice workshops for vocational educators will develop the skills necessary to deal with the target populations.

Factors of Aptitude and Time Related to the Acquisition of Task Skills by Educationally Disadvantaged Vocational Students.
Frazier, William D.
Oklahoma State Univ., Stillwater. Coll. of Education.
498AH50350
OEG-00-75-00449
July 1, 1975—December 31, 1976

The purposes of the project are to: (1) identify and define educationally disadvantaged students in terms of inability to learn specific tasks within specified time frames, (2) identify those tasks within the selected vocational programs which can and cannot be learned by these students, and (3) make recommendations to curriculum designers and administrators and develop General Aptitude Test Battery (GATB) norms for specific tasks. Data will be collected and analyzed to associate the aptitudes of the students to the time it took to move through the tasks.

Opportunities Industrialization Centers of America Vocational Education Research Project.
Opportunities Industrialization Centers of America, Inc., Philadelphia, Pa.
498AH50318
OEG-00-75-00395
July 1, 1975—December 31, 1976

This project will develop and test an educational approach which will improve the chances of minority youth and adults to prepare for productive and satisfying work. A modification of the Opportunities Industrialization Centers' (OICs') comprehensive systems of guidance, counseling, placement, and follow-through will be implemented; vocational educators will be made aware of the capabilities of minority and disadvantaged students; and individuals from all ethnic backgrounds will be attracted to and made qualified for vocational education.

Exploratory Programs in Vocational Education.
South Carolina State Dept. of Education, Columbia.
498AH50224
OEG-00-75-00392
July 1, 1975—December 31, 1976

In order to assist South Carolina students in making the transition from vocational courses with predominantly male or female enrollment to mixed classes, a comprehensive exploratory program in vocational education will be developed. Two demonstration centers for innovative exploratory programs in vocational education with an enrollment of fifty students will be established.

A Proposal for In-Service Teachers for the Disadvantaged and Handicapped Youth.
Funchess, Wilhelmina
South Carolina State Coll., Orangeburg.
498AH50226
OEG-00-75-00393
July 1, 1975—June 30, 1976

The major objective of this project is to raise the level of teaching competencies of inservice teachers of disadvantaged and handicapped youth. A three-week intensive graduate study Summer Institute will provide sixty participating teachers the opportunity to alter their concept of teaching from teaching as telling to learning as an active response, and to acquire new knowledge.

A System for Interfacing the Administration and Implementation of CETA and Vocational Programs at the Local Level.
Bonner, Harold S.
Prairie View A and M Univ., Tex. Industrial Education and Technology.
498AH50124
OEG-00-75-00389
July 1, 1975—June 30, 1976

This research study is designed to analyze the effectiveness of utilizing public schools as a delivery system for Comprehensive Manpower services to disadvantaged persons as depicted under CETA regulations. To this end, the project will (1) make national, regional, state, and local administrators, planners, and operators of CETA programs aware of existing facilities, equipment, and ongoing vocational training for the disadvantaged; and (2) establish administrative coordination procedures for vocational and CETA programs at all levels.

An Analysis of the Participation of Women of Different Racial Ethnic Groups in Training for Non-Traditional Occupations in Area Vocational Technical Schools, and the Factors Which Influenced their Decision to Enter and Remain in such Training.
Kane, Roslyn D.
Rj Associates, Inc., Arlington, Va.
498AH50167
OEG-300-75-0183
June 16, 1975—May 14, 1976

The project objectives are to (1) determine the extent to which young women, particularly those in each racial or ethnic group, are participating in training for nontraditional occupations, (2) expand the opportunities for young women, and (3) increase the capacity of educational personnel who work with young women in career decision-making situations. The primary end product will be a guide for such personnel.

MTWE: Mobility Through Work Experience Education.
Buchanan, Ernest T.
Tidewater Community Coll., Portsmouth, Va. Virginia Beach Campus.
498AH50301
OEG-00-75-00394
July 1, 1975—June 30, 1976

The purpose of the project is to design viable strategies and vocational programs which can increase the participation of female, veteran, handicapped, and minority populations in high-skilled occupations and well-paying industries. To accomplish this, the project will recruit, train, and place target populations; create an MTWE Advisory Council representing business, industry, organized labor, employment agencies, and minority and subgroup advocacy groups; and create a Work Experience Training Bank for student placement.

PRIORITY: CURRICULUM, DEMONSTRATION, AND INSTALLATION STUDIES

A Comprehensive Regional Educational Management System and Evaluation Process for Program Diffusion.
Jacobsen, Kaare T.
Los Angeles County Industry Education Alliance, Calif.
498AH50215
OEG-00-75-00445
July 1, 1975—December 31, 1975

The project intends to develop an operational comprehensive network-based management system and evaluation process for implementing tested programs and monitoring the operation of ongoing programs and activities in the county. The project will produce procedures for recruiting and using volunteer staff, guidelines for using onsite facilities, procedures for preparing tested programs for county-wide implementation, and strategies for collecting and classifying information.

Performance Objective Based Vocational Education, Curriculum Project.
Tilley, Douglas
Newark School District, Del.
498AH50078
OEG-00-75-00435
July 1, 1975—June 30, 1976

The project intends to determine the extent of existing performance-based curriculum, extract and synthesize existing curricula with desirable components and develop a common format for the instructional system, and develop a performance-based vocational education instructional system which encompasses four secondary school level instructional areas and permits open entry and open exit.

Strategies for Revision of Curriculum and Program Restructuring of Vocational Agriculture in Iowa.
Kahler, Alan A.
Iowa State Univ., Ames.
498AH50075
OEG-00-75-00311
June 1, 1975—November 30, 1976

The three project objectives are to: (1) determine the philosophic constructs of agricultural education and the purposes for the vocational agriculture program; (2) evaluate these constructs and purposes with regard to current and projected social, economic, occupational, cultural, and educational needs and changes in society; and (3) develop curriculum guidelines based on philosophic constructs, definitions, and purposes developed. The curriculum guidelines will be validated and tested in local junior and senior high school and area school programs in one of the fifteen area or community college school districts.

A Study for the Articulation of Competency-Based Curricula for the Coordination of Vocational-Technical Education Programs in Louisiana.
Boyer, Harry J.
Louisiana State Dept. of Education, Baton Rouge. Bureau of Vocational Education.
498AH50199
OEG-00-75-00444
July 1, 1975—December 31, 1976

In cooperation with the Vocational-Technical Education Consortium of States (V-TECS), this project will analyze incumbent workers in four

occupational areas, develop catalogs of performance objectives and criterion referenced measures in these areas, develop a system to field test the catalogs, develop an inservice and dissemination plan for using the catalogs, use the performance objectives catalogs to design curricula materials, disseminate the catalogs, and develop a systematic updating process for each field of development.

Maintaining an Instructional Systems Design Strategy for Curriculum Development at the Local Education Agency Level for Vocational Education.
Koon, Robert
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
498AH50210
OEG-00-75-01703
July 1, 1975—December 31, 1976

This project will develop a strategy and materials to maintain a systems approach to curriculum development in all Ohio local education agencies (LEAs). LEA vocational education directors will be provided with necessary materials and procedures, the application of a systems approach at the secondary level will be demonstrated, and the feasibility of utilizing vocational education directors to implement and maintain a systems approach to curriculum development and redesigning at the LEA level will be evaluated.

Methods of Implementing Vocational Education Exemplary Programs in Local School Districts.
Hull, William L.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
498AH50196
OEG-00-75-01704
July 1, 1975—September 30, 1976

The project will develop a conceptual framework of continuing exemplary programs after outside funds are no longer available, and develop a guide to implement vocational education exemplary demonstration programs in local school districts or other educational settings. Available documentation on exemplary programs which were federally funded over the past six years will be used as a data base for identifying important variables likely to influence the continuation of materials and activities; the variables will be related to the degree to which the exemplary program materials have been continued onsite and extended to other educational settings.

An Exploratory Study of Administrative Barriers to Installation of Open Entry/Exit Work Experiences in Cooperative Clothing Retailing Programs.
Greenwood, Kathryn
Oklahoma State Univ., Stillwater.
498AH50356
OEG-00-75-00328
July 1, 1975—December 31, 1976

The intent of the project is to (1) determine the opinion of change agents in education and business toward open entry/open exit work experience in cooperative retailing programs, (2) develop a system of individualized instruction in achieving competency-based objectives, (3) identify and train teacher coordinators, and (4) make recommendations for implementing the system and a strategy to overcome administrative barriers in other school systems.

The Evaluation of Personalized Individualized Vocational Occupations Training (PIVOT).
Rubin, Joseph I.
Philadelphia School District, Pa.
498AH50297
OEG-00-75-00452
July 1, 1975—December 31, 1976

The project will determine if, after one school year of study in the area of nurses' aide, industrial electricity, automotive mechanics, machine tool trades, or drafting, students who used the PIVOT system will be able to demonstrate job entry competency, and if these students will demonstrate proficiency equal to or greater than that of comparable students training in the same skills under different educational methodology. The relationship of job skill proficiency developed under PIVOT to student academic achievement and the ability of EMR and bilingual students to develop job skill proficiency will be determined.

Impact of Administrative Climate Instruction, and Counseling on Control Expectancy, Anxiety, and Completion Rate of Post-Secondary Educationally Disadvantaged and Minority Vocational-Technical Students.
Roueche, John E.
Texas Univ., Austin. Dept. of Educational Administration.
498AH50288
OEG-00-75-00325
July 1, 1975—December 31, 1976

Project objectives are to (1) determine if institutional variables at selected community colleges make program administrators better able to predict the success of vocational and technical students than an analysis of personality and background data alone, and (2) determine if the use of an institutional, participative, goal-setting intervention within these colleges is associated with improved student performance within vocational programs over that attained by target institutions without that intervention.

A Dissemination Model for New Technical Education Programs.
Hull, Daniel M.
Technical Education Research Center, Waco, Tex.
498AH50118
OEG-00-75-00314
May 1, 1975—October 31, 1976

The primary objective is to develop a generalizable dissemination model for modifying, transferring, and installing developed programs, curricula, and instructional materials into existing and new educational environments. The proposed research is to determine effective, economical, and valid techniques for using the Laser/Electro-Optics Technology (LEOT) curricula and instructional materials to prepare technicians by a variety of educational modes, such as three-month up to three-year Laser/Electro-Optics programs in technical schools, Laser/Electro-Optics Options to existing programs, short courses, update courses at professional and trade conferences, in-house industrial training/retraining, and as integral parts of technical physics courses.

Demonstration Model for Implementation of Individualized Learning Units Based on State Developed Curriculum Guides.
Randall, A. Kent.
Weber State Coll., Ogden, Utah. School of Technology.
498AH50274
OEG-00-75-00324
July 1, 1975—June 30, 1976

The objective of this project is to insure that ninety percent of the participating machine shop, welding, and drafting instructors will be able to effectively use individualized learning units based on the state articulated curriculum guides and adapted to their specific situations by June 1976. These materials will not replace instructor teaching activities but will, rather, permit student self-paced learning and allow instructors to shift emphasis from repeated demonstrations to motivation and learning management activities.

A Comparison of an Individualized, Competency-Based Dental Assisting Training Program with a Traditional Program.
Linde, Patricia A.
Lake Washington School District, Kirkland, Wash. Vocational Technical Career Center.
498AH50255
OEG-00-75-00323
July 1, 1975—December 31, 1976

The effectiveness of an individualized, competency-based, open entry/open exit dental assisting program will be compared to that of a traditional program in relation to the needs of the learner and the dental consumer. Comparisons will be made in three areas: office skills, traditional chairside assisting, and expanded duties.

PRIORITY: SPECIAL PROJECTS OF NATIONAL SIGNIFICANCE

Learning A Living Across the Nation. Project Baseline.
Lee, Arthur M.
Northern Arizona Univ., Flagstaff.
OEC-0-72-0414
October 1, 1974—March 31, 1976

The objectives of Project Baseline are to establish and extend a data base, identify and measure changes over a four-year period, and explore the use of computer technology in processing vocational education data on a national basis. The data to be collected are data normally collected at the state level by departments of state government.

Career Awareness and Training for Youth.
Del Green Associates, Foster, Calif.
OEC-300-75-0191
May 14, 1975—May 13, 1976

Project objectives include: (1) demonstrating the potential for increasing the number of young persons who select business ownership as a viable career option, (2) demonstrating the potential reduction of business failures by improving knowledge and understanding of business fundamentals and management, (3) demonstrating the efficacy of applying the career education concept in regular school systems to improve the posture of minority business enterprises, and (4) providing students with exposure to successful minority business persons.

Assessment of Black Leadership Attitudes Toward the Desirability of Vocational Education Programs for Black Students.
Randolph, Harland
A.L. Nellum and Associates, Inc., Washington, D.C.
498AH50380
OEG-300-75-0192
June 30, 1975—June 29, 1976

The intent of the project is to assess the attitudes of black leaders pertaining to the desirability of black students entering and completing vocational education programs. This assessment will provide a reliable base of information needed to improve decision-making functions and performance in respect to the administration of vocational education programs at the federal level.

Public Information Project and Baseline Monitoring.
Woodhull, Walter J.
National Advisory Council on Vocational Education, Washington, D.C.
IAD-0-74-014
July 1, 1975—June 30, 1976

To develop awareness of vocational education opportunities among the general public, the project will bring together the specialized resources and expertise of business and industry, and focus their efforts on an effective public information program to meet local needs. The project will also provide technical assistance to State Advisory Councils on Vocational Education. Ten films for television public service announcements and ten radio service spot announcements will be prepared in selected communities.

To Review the Research and Development Effort in Vocational Education and Project Future Requirements.
David, Henry.
National Academy of Sciences—National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.
V0205VZ
OEG-0-74-1701
January 31, 1975—January 30, 1976

The first major project task is to review and assess research and development in vocational education from 1963 to 1974 in order to examine R&D policies, projects, and programs. The second major project task is to develop a basis for delineating the strategic directions and emphases in vocational R&D for the next decade. The project will also identify promising research areas, indicate how improvements could be effected in R&D organization and management, and determine the requirements for new or additional R&D capabilities and organizations.

AIM/ARM: Abstracts of Instructional and Research Materials in Vocational and Technical Education.
Magisos, Joel
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
498AH50001-B
OEG-300-75-0141
March 1, 1975—February 29, 1976

This bimonthly publication contains abstracts of instructional materials developed by local school districts, state departments of education, curriculum laboratories, and other organizations and abstracts of research reports of projects supported by the U.S. Office of Education, other federal agencies, private foundations, and other organizations. Author and subject indexes and information on document availability are provided. A "Projects in Progress" section presents summaries of ongoing vocational education research.

A Field Trial of the Management Information System for Vocational Education (MISVE).
Starr, Harold
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
498AH50379
OEG-300-75-0184
April 15, 1975—January 15, 1976

The objectives of the project are to assess the comprehensiveness, usefulness, and efficiency of the information subsystem's information flow procedures and data collection instruments; assess the efficiency and usefulness of the computer software subsystem; prepare a system documentation package; and produce a plan for field testing and validating MISVE. The study will also produce the documentation needed by potential users to adapt, install, operate, and maintain MISVE.

A State Management Information System Needs Study and a National Needs Assessment of Career Guidance.
Findlay, Donald C.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
995AH50106
OEC-300-75-0363
July 1, 1975—September 30, 1976

The State MIS Needs Study will: (1) assess the extent to which states with Part C funding have improved their MIS capabilities, (2) compare the status of MIS developments in Part C funded states to non-funded states, (3) identify exemplary MIS systems or system features in the states and the constraints inhibiting the states' implementing or upgrading MIS, and (4) produce recommendations for future directions in meeting state management information system needs. The National Needs Assessment of Career Guidance will conduct a national needs assessment of K-adult career guidance.

A School-Community Career Education Project. (Continuing Project)
Jackson, John W.
Opelika City Schools, Ala.
V361162
OEG-0-73-5284
June 1973—May 1976

The program will promote career education awareness. Program components will include an overall guidance and counseling emphasis, including self-awareness, attitudes toward work and career decision making; elementary and junior high career awareness; junior high orientation and exploratory experiences; job preparation in grades 9-14; placement activities handled through a community contact and a placement office; and a faculty career education committee, which will also assist in interpreting the program to other teachers in the system and to the community. A community career education committee will also be used.

Anchorage Borough Exemplary Career Education Project. (Continuing Project)
Davis, (Gene) E. E.
Anchorage Borough School District, Alaska.
V361022
OEG-0-73-5299
June 15, 1973—June 14, 1976

The project will initially incorporate exemplary career education concepts, methods, and curriculums into eight pilot schools and, by the third year, into all schools in the district. The first year will concentrate on inservice education for teachers, counselors, and administrators in the pilot schools, and on development of a plan for implementation during that and succeeding years. An inhouse steering committee will be formed of administrators, teachers, students, and an Anchorage Community College representative.

Demonstrating the Planning, Implementation, and Evaluation of Developmental Guidance, Counseling and Placement Components in a Career Education System. (Continuing Project)
McKinnon, Byron E.
Mesa Public Schools, Ariz.
V361132
OEG-0-73-5286
June 1973—June 1976

In each of its three, one-year phases, the program will attempt to achieve specific product and process objectives for both project staff and students, focusing on helping students set and realize career goals. Each phase stresses different grade levels and provides input and support to the following phase. Each phase continues at the proceding year's grade levels, so that in Phase III, students in grades K-12 are included. The program will be undertaken in cooperation with Mesa Community College.

An Exemplary Career Education Project for Southeast Arkansas. (Continuing Project)
Kizer, Robert
Monticello School District 18, Ark.
V361156
OEG-0-73-5307
June 1973—May 1976

The project will emphasize providing a cooperatively planned transition to the area vocational and technical schools, as well as counseling for those going into vocational and academic training in institutions of higher learning. The project will be conducted in seven contiguous rural school districts. Program components will include: career awareness or orientation for all students; skill training for secondary and postsecondary students; counseling and guidance for all students; placement services for all exiting students; and creation of cooperative attitudes among education, labor, and industry in the community.

Career Ladder Infusion Model Building.
Bryant, Donald
Garden Grove Unified School District, Calif. Office of Career and Continuing Education.
502A950002
OEG-391-75-0038
June 30, 1975—June 30, 1978

Increasing students' awareness of the various stages of career development, enabling them to see themselves in relationship to career development, and increasing competency in the basic skills through performance-based curriculum are the objectives of the project. A model will be developed for infusing career education concepts and skills into the existing curriculum for students in grades 10, 11, and 12 in Pacific High School.

Exemplary Career Education Program.
Harb, Easa
Grossmont Union High School District, La Mesa, Calif.
502A950014
OEG-391-75-0039
June 30, 1975—June 30, 1978

By providing counseling and articulation, the present vocational education program (including training for health occupations, diesel mechanics, aviation, business, and other fields) will be improved. Vocational counseling programs will be implemented for students enrolled in the District's ten high schools, occupational training center, and other specialized training facilities. Articulation will be developed among the program, feeder schools, and the area community college.

Operational Model for Career Development and Vocational Preparation.
Upton, Anne
California State Dept. of Education, Sacramento.
502A950015
OEG-391-75-0089
June 30, 1975—June 30, 1978

Field-tested transportable models of career development/vocational preparation programs with strong, competency-based staff development and evaluation components will be made available to all California school districts as a result of this project. The project aims to raise students' occupational aspirations and opportunities and to bridge the gap between school and the world of work. A Vocational Education Support Unit, Career Education Task Force, and Pupil Personnel Services Unit and two school districts will establish and operate a consortium designed to develop two demonstration sites for model career education programs.

Exemplary Program: Career Oriented Education Project. (Continuing Project)
Keller, Louise J.
Northern Colorado Univ., Greeley.
V361037
OEG-0-73-5279
July 1973—August 1976

The project will design a K-12 exemplary, career-oriented learning system which will be used for implementation of career education in the University of Northern Colorado Laboratory School and for future implementation in the Greeley School District Number Six, and for identification of strategies for impacting on teacher training. In addition, the project will expose future teachers to a learning environment based upon concepts of career development, and expose future guidance counselors to a model career education counseling and placement program. Components will include curriculum, guidance, personnel development, and career education management.

Penetrating School Strata Through Career Education. (Continuing Project)
Nolan, Richard D.
Bristol School System, Conn.
V361170
OEG-0-73-5301
July 1973—June 1976

The program is designed to restructure the educational program around the students' real-life developmental roles. Academic knowledge and skills will be integrated with occupational training to assure that each exiting student will be prepared for either a further educational program or entry into an occupation. In the project's initial year, three elementary, two junior high, and both high schools will be involved in the project, expanding by the third year to all schools in the district and all nonprofit private schools in the area. Program components will include overall guidance, and guidance, counseling, and placement; elementary career awareness, junior high or middle school career orientation and exploration, and career preparation in grades 10-14.

Career Education Instruction System. (Continuing Project)
Simmons, Mike R.
Newark School District, Del.
V0001VW
OEG-0-74-0955
January 2, 1974—January 1, 1977

The project will provide an operational model for K-12 career education and includes three basic phases: awareness in grades K-5, exploration in grades 6 through 8, and exploration and specialization in grades 9 through 12. Three ad hoc committees will determine career program goals and objectives for each phase. It is expected that curriculum development and implementation will result in a systematic delivery of the career concept on a K-12 basis, integrate career concepts into the regular curriculum, and integrate youth activities into programs of instruction.

Career Education in the Inner City. (Continuing Project)
Etheridge, Bessie D.
District of Columbia Public Schools Div. of Instructional Service, Washington, D.C.
V361054
OEG-0-73-5283
July 1973—June 1976

Project components are: dissemination of the career development concept to professional staff, community, school personnel, and students within the District of Columbia; teacher orientation, retraining and supervision; and curriculum research and development, including classroom trial and revision. The project will demonstrate the adequacy of and/or will adapt the curriculum to the new situation which is radically different from the one in which the initial program was developed. Efforts will be coordinated with the Career Development Programs at the senior high school level.

A Comprehensive Program of Vocational Education for Career Development: K-University. (Continuing Project)
Bert, C. Virginia
Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
F4-007-VW
OEG-4-74-5200
July 1, 1974—June 30, 1977

The program will develop a highly articulated K-University comprehensive educational program focused on career opportunities and requirements for job entrance and advancement. Career development experiences will serve as the vehicle for teaching basic academic skills to youth. A model system to provide career education for educable mentally retarded and adult migrant students will be developed by participating districts. Cooperative institutional and agency relationships will be designed to assist in the development of the articulated delivery system.

Career Education for Rural Georgians. (Continuing Project)
Bottoms, Gene
Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
V361129
OEG-0-73-5319
June 1973—June 1976

The project will develop and operate two rural career education demonstration centers and have four of five mini-exploratory courses in transportable form for the middle school component. The program is designed to operate three years. During the first year, one of the three components will be at the University of Georgia, where curriculum materials for middle school exploration programs will be developed. Program components include: overall guidance and counseling emphasis, including self-awareness, attitudes toward work, and career decision-making skills; elementary career awareness; junior-high or middle-school career orientation and exploration; job preparation in grades 10-14; and placement activities.

Career Information Center. (Continuing Project)
Wago, Sharen F.
Hawaii State Dept. of Education, Honolulu.
V361208
OEG-0-73-5314
June 1973—May 1976

The Career Information Center will help identify and seek solutions to problems in the counseling and guidance area. The Center will serve as the hub of a communications network which will help business, labor, and educational institutions work toward a common goal. Career information will be gathered, compiled, synthesized, reproduced, and disseminated to schools, educators, community agencies, businesses, libraries, and parents. Graduate student interns from the University of Hawaii guidance and counseling department will assist the project director. State agencies will also be involved, as will an advisory and steering committee.

Bingham County Developmental Career Education Emphasizing Career Awareness, Orientation, Exploration and Preparation for the World of Work. (Continuing Project)
Nixon, Bert W.
Snake River School District 52, Blackfoot, Idaho.
V361100
OEG-0-73-5300
June 1973—June 1976

The program will use a multi-district approach to vocational education programs. Emphasis will be on development of positive self-concepts in assisting students to develop career making skills. A career guidance mobile van will be used. By the third year, sixty percent of the K-12 students will be participating or will have participated in career awareness, career orientation, career education, and career preparation activities. Program components will be an overall guidance and counseling emphasis elementary career awareness, junior high and high school career orientation and exploration, and career preparation.

Comprehensive Illinois Occupational Education Demonstration Center. (Continuing Project)
McCage, Ronald D.
Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.
V361068
OEG-0-73-5294
July 1973—June 1976

The project will allow two sites to select tested research, developmental, and other special programs for implementation into their instructional program. Students, teachers, and administrators will be involved during the first two years of the project in

incorporating many different kinds of solutions, innovations or contributions into their education systems. During the third year, the sites will serve as demonstration centers. A comprehensive occupational education demonstration center will be established to support and enrich the academic curriculum, and make general education experiences more meaningful to the students. Program components will include elementary career awareness (K-8), secondary career preparation (10-14), and placement and followup.

Career Development and Meaningful Exploratory Experiences to Middle School Students in Southern Indiana Utilizing Mobile Design Educational Units. (Continuing Project)
Gentry, Don K.
Indiana State Board of Vocational and Technical Education, Indianapolis. Div. of Vocational Education.
V361182
OEG-0-73-5312
June 1973–May 1976

The project will initiate career education programs (K-12) in southern Indiana upon the completion of the three-year period. The program will be initiated at the junior high level in the first year. In the In the next two years, the elementary and high schools will also be included. Inservice education will be part of the program, as will developing a model of how career education will fit into rural settings. The project will encompass a sixteen-county area involving thirty-eight different school corporations.

Comprehensive Career Curriculum. (Continuing Project)
Gabriel, Richard L.
Des Moines Independent Community School District, Iowa.
V361175
OEG-0-73-5280
July 1, 1973–June 30, 1976

The project will continue the East Area Guidance Project, started in 1971. The project was prompted by a guidance study which revealed that the district might make better use of guidance personnel through different organizational procedures. The program will use differentiation of staffing to provide vertical articulation of guidance services K-12. A second activity is to continue and update the Career Interest Survey. A third activity is the development of multi-media centers for career education materials within each of the twenty secondary schools.

A Consortium–Approach to Exemplary Career Education Program Development Involving Two Unified School Districts and Two Teacher Education Institutions. (Continuing Project)
Rawson, Wilbur A.
Kansas State Dept. of Education, Topeka.
V361179
OEG-0-73-5313
June 1973–May 1976

Intensive inservice training of personnel will make available awareness, exploration, and preparation activities to all students in two school systems. In addition, the teacher colleges in each of the cities will develop career-education teacher-preparation programs and utilize the local school settings as laboratories for preparing future teachers. Each of the schools has developed comprehensive sequential programs for the three years of operation. Program components will include overall guidance and counseling, elementary career awareness, junior high career orientation and exploration, job preparation (10-14), and placement activities.

A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University, and the Central Kentucky Vocational Region. (Continuing Project)
Jenkins, John D.
Eastern Kentucky Univ., Richmond.
V361189
OEG-0-73-5316
July 1973–June 1976

The project will institutionalize career education and develop inservice and preservice teacher-education programs to support career education. During the first two years, primary efforts will be directed at implementing career education activities in a pilot attendance area (two elementary schools, one junior high school, and one high school). Concern will be given to developing a cadre of professionals who will assist with the diffusion of career education to other schools in the district. Teacher education programs will also be developed.

An Exemplary Program for Career Education. (Continuing Project)
Enloe, Gertrude
Louisiana State Dept. of Education, Baton Rouge.
V361047
CEG-0-73-5308
June 1973–June 1976

The program will train students in career achievement skills, including interpersonal, problem solving, and program development activities. Key Northwestern University and Natchitoches Parish School personnel

(eleven administrators and forty elementary teachers) will be taught to train others in these skills. The guidance and counseling component will be woven into the program for each grade level K-12, encompassing the development of attitudes in the above-mentioned areas. Starting with seventh graders, individual student profiles will be developed.

REVAMP—Revitalize the Vocational and Academic Programs Through Career Education. (Continuing Project)
MacLeod, George H.
Maine State Board of Education, South Portland.
V361112
OEG-0-73-5305
July 1973—June 1976

Guidance and curriculum are the two major project components. The guidance component is designed to provide expanded service in the areas of placement, the Career Education Resource Center, use of community resources, and surveys and followup studies. The curriculum component is designed so that math, social studies, and English academic courses will be developed with more focus on career development in order to better complement vocational courses. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, and job preparation in grades 10-14.

Career Education. (Continuing Project)
Jervis, Robert V.
Anne Arundel County Board of Education, Annapolis, Md.
V361019
OEG-0-73-5282
July 1973—June 1976

Career, self, society, technology, and economics are the five major areas around which the program is built. The project is a sequential, interdisciplinary one based upon skills, attitudes, behaviors, and experieces deemed necessary for vocational decision making. Program components include overall guidance and counseling emphasis, including self-awareness, attitudes toward work, and career decision-making skills; elementary career awareness; junior high career orientation and exploration; job preparation in grades 10-14, and placement activities.

Occupational Competence Access Project (OCAP).
Post, John
Massachusetts Center for Occupational Education, Wellesley Hills.
502A150002D
OEG-310-75-0010
June 30, 1975—June 29, 1978

A meaningful, logical sequence of school experience will be created for students in order to better prepare them for the world of work or further education. Focus will be on increasing students' skills and abilities in relationship to employment opportunities and on increasing student ability to make better career decisions. Materials and services from Project CAREER (a research and development activity of the Massachusetts Division of Occupational Education) will be used in a program consisting of three components: a Competency-Based Career Guidance System, a Skill Outcome Exploratory Program, and Student Competency Files.

Implementation of the Occupational Cluster Concept—A Curriculum Tool for Improving Career Development and Preparation Education.
Miller Harry
Battle Creek Public Schools, Mich.
502A550010
OEG-05-75-00047
June 30, 1975—June 30, 1978

Individual students will be helped in planning and making career development decisions in this project. In addition, training programs that adequately fulfill individuals' expectations will be made available. An occupational preparation program offering expanded training options through utilization of the coordinated occupational cluster concept will be implemented in grades 11 and 12 and special needs staff will work to improve programming for special needs students.

Pontiac Adult-Learning System (PALS). (Continuing Project)
Rochow, Robert
Pontiac City School District, Mich.
V361048
OEG-0-73-5287
July 1973—June 1976

Since the Pontiac School District is already operating a functional career education program at the elementary and middle school levels, this project will focus on the career education needs of high school students. Emphasis will be placed on providing work experience with local employers. Opportunities will be available in the school district and government agencies, as well as large industry, light manufacturing firms, and businesses. Placement activities will be part of the project.

Specialized Career Education Staffing and a Career Oriented Curriculum. (Continuing Project)
Lehto, Harold T.
Saint Paul Public Schools, Minn.
F5001VW
OEG-5-74-0047
July 1, 1974–June 30, 1977

Initiating and expanding career education opportunities for students of the twin cities is the primary purpose of the project. The three main program target areas have the largest concentration of minority and/or disadvantaged students. District-wide and individual-building career education resource centers will be established. Teachers will be given time during the professional day to rewrite instructional units to infuse the curriculum with career education concepts. Emphasis will be placed on additional specialized career education staffing, and new and continued career education workshops will be held. Community resources will be mobilized and intracity career education meetings will be held regularly.

An Urban Career Education Project in the Mississippi Delta. (Continuing Project)
McMinn, J. H.
Mississippi State Board for Vocational Education, Jackson.
V361085
OEG-0-73-5275
June 1973–May 1976

The project will continue services and instruction beginning in grade 1 and ending with satisfactory employment or entry into postsecondary education. The project will serve all students within the district. Project staff will provide services to students and teachers through workshops, seminars, field trips, and counseling. Program components will include overall guidance and counseling, elementary career awareness, junior high or middle school career orientation and exploration, and job preparation in grades 10-14.

A Project to Develop and Implement a Comprehensive Career Education Program K-14 in a Three-County Non-Urban Area in Missouri. (Continuing Project)
Fielding, Marvin R.
State Fair Community Coll., Sedalia, Mo.
V361197
OEG-0-73-5311
June 1973–June 1976

The program design has four components: a program of career awareness and career development for grades K-6, a program of career exploration and work experience for grades 7-10, a program of skill development in cluster occupations in grades 11-12 articulated with specific career opportunities at the postsecondary level 13-14, and a planned program of job development and job placement for all individuals leaving the school system at any level. Materials and experiences utilized in the first three components are being articulated by content and by grade level to provide for individual differences in stages of career development.

An Exemplary Career Education Program in the Great Falls Public Schools (K-14). (Continuing Project)
Jackson, Frances
Great Falls Public Schools, Mont.
V361111
OEG-0-73-5278
July 1, 1973–June 30, 1976

A career awareness curriculum on the elementary and secondary levels will be established to provide all students with a broad range of options in the world of careers. The project will attempt to stimulate development of students' aspirations and to give students the ability to make a wise career decision when they are ready. New and improved roles for teachers, curriculum staff, administrators, and career education counselors will be identified and developed.

Lincoln Career Education Project. (Continuing Project)
Spencer, Carl
Lincoln Public Schools, Nebr.
V361090
OEG-0-73-5290
June 1973–June 1976

Development of a master plan for implementing career education in the community is the overall goal of the project. A change/support strategy will be used to bring about change. Staff members will act as change agents. Career education will be installed in eight target schools. Data will be gathered and models tested in these schools in order that career education may be established in all schools by the end of the third year.

Career Education Program. (Continuing Project)
Paul, John T.
Clark County School District, Las Vegas, Nev.
V361028
OEG-0-73-5293
July 1973–June 1976

The program will focus on the learner at all grade levels to provide awareness of self, aptitude, and ability; a knowledge of various career fields and their

ramifications; and expert guidance in career and self-assessment and in planning appropriate educational programs and skills development for entry-level employment. Disadvantaged and handicapped students will also be offered vocational guidance and training. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, job preparation in grades 10-14, and placement activities.

Project Bridges: Spanning the Gap Between Education and Earning a Living.
Klaiber, Susan E.
Somersworth High School, N.H.
502A150001D
OEG-310-75-0007
June 30, 1975—June 30, 1978

Occupational aspirations and opportunities for all youth in the Somersworth School District will be expanded through this project. The gap between school and wage earning for youth will be eliminated, and further cooperation between public education and the local business and industrial community will be developed. The project will focus at first on the guidance, preparation, and placement of high school vocational students with emphasis on continuing a career development program. Equal career preparation opportunities will be ensured to all students.

Wayne Design for Career Education.
Van Zweden, Adrian
Wayne Board of Education, N. J.
502A25001
OEG-320-75-00023
June 30, 1975—June 30, 1978

Development of a career education program for the Wayne Public School District is the goal of this project. Areas of focus will be career guidance and intensive counseling, articulation (providing linkages between various levels), and introduction of five occupational clusters. Approximately 11,500 students in elementary, middle, and high schools will be served.

A Career Implementation Program for a Small Rural School: Penasco, New Mexico. (Continuing Project)
Labodda, Roger A.
New Mexico State Dept. of Education, Santa Fe.
V361139
OEG-0-73-5302
July 1973—July 1976

Revision of the total curriculum (K-14) will be undertaken in the program. The first year's goal is to allow students who have not had career awareness opportunities a chance to "catch up." During the project's second year, students will be at the career levels compatible with their grade levels. Inservice teacher workshops will be held. There will be semi-monthly and monthly inservice meetings. During the second year, implementation will continue, the media center will be expanded, and an associate of arts degree will be offered in the forestry cluster.

Systemwide Career Education Cluster-Based Articulated Model Program: K-Graduate Education.
Bickimer, David A.
New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support. Office of Career Education.
502A25002
OEG-320-75-00031
June 30, 1975—June 30, 1978

One model site in each of the five boroughs of the City of New York School District will demonstrate fusion of academic and vocational education; fusion of guidance and instruction; infusing of social psychological elements of career awareness, exploration, and preparation into all instruction; and systematic utilization of the community as an instructional resource. Infusion of eight career education elements (Ohio State Model I) and five relevant clusters in the various model sites will be accomplished through selective teacher/education management training sessions.

Career Based Curriculum for Union County. (Continuing Project)
Moore, John
Union County Schools, Monroe, N.C.
F4-003VW
OEG-4-74-5201
June 30, 1974—June 30, 1977

A career education delivery system will be implemented in this program. Career education will be fused into the ongoing curriculum at all levels and a close working relationship with business and industry will be established in order to use the community as a resource. Appropriate career education programs for disadvantaged students and the adult population in the community will be established. Program components will include elementary career awareness, junior high or middle school career orientation and exploration, and career preparation (10-14).

A Developmental Program, Pre-School-Adult, in Career Education for North Dakota. (Continuing Project)
Weisenberger, Harry
North Dakota State Board for Vocational Education, Bismarck.
V361113
OEG-0-73-5277
July 1, 1973—June 30, 1974

Project objectives will be to assist students in increasing positive attitudes toward self and work; to increase career awareness and provide career orientation and meaningful exploratory experiences; to provide job preparation in a wide range of occupational areas; and to insure placement of all exiting students in a job, postsecondary vocational-technical, or a baccalaureate program. There will be inservice workshops for teachers and counselors, attempts to establish a close working relationship between guidance and teaching personnel, continual evaluative planning, and informational meetings.

Three Pilot Career Education Programs for Grades K-10 in Ohio. (Continuing Project)
Balthaser, R. D.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
V361105
OEG-0-73-5317
June 1973—June 1976

Within a three-year period, the project will continue to expand and improve the effectiveness of the K-10 career development materials and methodology as displayed in the state curriculum guides. Each of the three sites have facilities and programs available to students in grades 11-12. Program components will include overall guidance and counseling emphasis, elementary career motivation, junior high career orientation, senior high career exploration, job preparation in grades 11-12, and placement activities.

Academic and World of Work Gap—Bridging Through Career Education. (Continuing Project)
Frazier, William D.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
V361058
OEG-0-73-5321
July 1973- June 1976

The program is designed to result in adoption of the career education philosophy by professional school staff to the extent that, by the third year of the project, an integrated vertical career education curriculum will be available to all students in grades K-14 in the Oklahoma Public School District. There will be mini-grants for teachers, development of twenty videotape programs covering fifteen career clusters, and a mobile unit of occupational materials for elementary schools. Program components will include overall guidance and counseling emphasis, elementary career awareness, middle school career orientation and exploration, job preparation in grades 10-14, and placement activities.

Comprehensive Career Education Process. (Continuing Project)
Kimball, Donovan D.
Springfield Public Schools, Oreg.
V361174
OEG-0-73-5288
July 1, 1973—June 30, 1976

Project objectives are to: continue the process of developing and implementing new and proven career education and career guidance concepts; provide a demonstration of the process used in developing and implementing concepts within career education and career guidance; and provide a visible, transportable model of career education activities, materials, and processes to interested persons. The project will be undertaken in cooperation with Lane Community College. Program components include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, job preparation in grades 10-14, and placement.

Language Experience Based Awareness + Hands On Exploration + Competency Based Preparation = A School Based Total Career Education Model. (Continuing Project)
Lareau, Edward H.
Admiral Peary Area Vocational-Technical School, Ebenburg, Pa.
V361012
OEG-0-73-5272
July 1973—June 1976

Utilizing an area vocational-technical school as a learning site and resource center for "reality bound" educational experiences in grades K-14 is the objective of the project. Emphasis during the first two years of the project will be on using existing curriculum materials as well as on developing and modifying these materials for classrooms. The third year will be used to create curriculum packets and to put finishing touches on a school-based model wherein area vocational-technical schools and high schools can be used as focal points for career awareness, exploration, and preparation for all students.

A Comprehensive Career Education Model K-14. (Continuing Project)
Cohen, Stanley B.
Philadelphia School District, Pa.
V361134
OEG-0-73-5273
July 1973—June 1976

Program objectives are: to increase pupils' self-awareness by providing them insight into their skills, potentials, and abilities relating to the world of work; to promote career awareness among program participants; to provide opportunities for career exploration; to provide skill development in the business, metal and communication clusters; and to provide job placement and counseling services for students upon leaving school. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, job preparation in grades 10-14, and placement activities.

BHQ Career Education. (Continuing Project)
Robertson, Jane H.
Allegheny Intermediate Unit, Pittsburgh, Pa.
V361093
OEG-0-73-5276
July 1973—June 1976

Bringing about career awareness in grades K-14 is the objective of the project. A career resource center will be initiated as an arm of the library in each school district, and will contain career-clustered resources and make them available to students, teachers, and community members. The centers will be open two evenings weekly; each center will be staffed by a counselor to facilitate optimum community use. First-year curriculum development and adaptation will take place on grade levels 3, 6, 7, 10, and 12. The second year, the interim grades will become involved and also the post-graduate components will be developed for grades 13 and 14. Ongoing piloting revision and inservice efforts will continue in the third year.

Career Education—North Kingstown—A Model for Open Education and Community Responsibility. (Continuing Project)
Laferte, Orrin
North Kingstown Public Schools, R.I.
V361102
OEG-0-73-5304
July 1973—June 1976

The project is based on the concepts that persons need to develop the ability to make wise decisions about their future, and that learning is most effective when a person's current interests are incorporated with learning activities. Therefore, the three-year, K-12 design, incorporates a highly individualized format wherein students can make decisions about their learning activities based on what they see as their current interests.

An Exemplary Career Education Effort in School District II of Richland County. (Continuing Project)
Holden, H. Dale
Richland County School District II, Columbia, S.C.
V361011
OEG-0-73-5285
June 1973—June 1976

Major career education concepts will be infused into the total curriculum as a result of this project. The program will identify processes that lead to the desired goal of an expanded curriculum which includes career education emphasis. The first year, all students through the ninth grade are involved in career education through efforts which refocus the existing curriculum. Meanwhile, a high school task force will develop and pilot approaches to be used in the project's second year. Special guidance and training activities will be developed and implemented at all levels.

Statewide Implementation of K through 14 Project of Career Education, Occupational Counseling & Bridging the Gap Between School and Work. (Continuing Project)
Carlson, Clayton
South Dakota State Board of Vocational Education, Pierre.
V361015
OEG-0-73-5291
July 1, 1973—June 30, 1976

Two major objectives will be accomplished by this project. First, all public and private schools will be assisted in implementing career development programs in their individual schools. The second is to provide every student an opportunity to develop self-awareness and a favorable attitude toward work, and to assist each student in developing and practicing appropriate career decision-making skills. The objectives will be accomplished through the development of a state-wide program of inservice education for the teaching staff, counselors, and administrators.

Tennessee Exemplary Project in Career Education. (Continuing Project)
Griffin, H. Brown
Greeneville City Schools, Tenn.
V361184
OEG-0-73-5274
July 1973—June 1976

By the second year of this project, all K-12 students in the Greeneville City Schools and 28.53 percent of students in the Greene County Schools will be participating in career awareness, exploratory, and preparation activities. An operational postsecondary component will insure the articulation of the secondary career preparation program into job placement, vocational-technical training, two-year postsecondary institutions, and four-year colleges or universities.

A Career Education Counseling Project. (Continuing Project)
Cron, C. Thomas
Corpus Christi Independent School District, Tex.
V361108
OEG-0-73-5255
June 1973–June 1976

Opportunities will be provided to students in grades K-12 to increase self-awareness and to develop and practice appropriate career decision-making skills as a result of the project. Students will be given information about jobs and helped in developing attitudes about the personal, psychological, social, and economic significance of work. In addition, an out-of-school youth component will provide counseling services and job-preparatory training courses. The project will utilize a community advisory committee to provide suggestions and reactions.

Coordinated Effort for Career Education. (Continuing Project)
Peveto, Sidney K.
Grayson County Coll., Sherman/Denison, Tex.
V361070
OEG-0-73-5309
July 1973–June 1976

The project will enable all students in grades K-12 to participate in career awareness, investigation, and group guidance activities by its third year of operation. In addition, an operational postsecondary component will ensure the articulation of the secondary career preparation programs into two-year, postsecondary institutions. Program components will include overall guidance- and placement-counseling emphasis, elementary career awareness, junior high career orientation and exploration, and job preparation in grades 10-14.

Project RACE: Researched Activities for Career Education. (Continuing Project)
Finley, Jack C.
Weatherford Independent School District, Tex.
V361177
OEG-0-73-5306
July 1973–June 1976

A pyramiding career education program, K-14, will be established to meet the students' needs in career awareness, investigation, exploration, and employability-skills phases, and to aid them in preparation for their futures. A comprehensive guidance and counseling program coordinated with the placement and followup activities will insure the involvement of the total student and continual revision and evaluation of the curriculum. Guidance activities will be available for the disadvantaged.

A Continuum Model for Career Development Education K-14. (Continuing Project)
Wright, Donald
Davis County School District, Farmington, Utah.
V361200
OEG-0-73-5315
July 1, 1973–June 30, 1976

All facets of career education in Davis County will be brought together in a synthesized whole in this project. The major objective is to assure that children will have backgrounds in and understandings of the world of work so that they may be placed at the next step toward their career goals when they leave the system. On all levels, K-12, personnel preservice and inservice workshops, state and district specialists, and outside consultants will be used in formulating and implementing the program. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, job preparation, and placement activities.

Student Plans and Career Clusters.
DiLego, Pasquale
Edmunds Junior High School, Burlington, Vt.
502A150003D
OEG-310-75-0011
June 30, 1975–June 30, 1978

The potential for youth unemployment will be reduced, bridges will be created between schools and earning a living, cooperation will be promoted between public education and manpower needs, and occupational aspirations and opportunities for youth will be broadened by this project. The project will implement and demonstrate a three-component career education program at Edmunds Junior High School. Preselected clusters in construction, consumer- and homemaking-related occupations, fine arts and humanities, transportation, and business and office practice will be integrated into the regular curriculum.

Windham Central Career Education Project. (Continuing Project)
Corwin, Bruce
Windham Central Supervisory Union, Townshend, Vt.
V361088
OEG-0-73-5303
July 1973—June 1976

A comprehensive career education model will be developed through staff development and community involvement and then disseminated throughout the state through cooperative arrangements with the State Division of Vocational Education. A major focus of the project will be providing service to other Vermont school districts through inservice activities, disseminating materials, and serving as a resource on career education. The project will concentrate on providing career awareness and self-awareness activities at the elementary level using occupational clusters and at the secondary level by emphasis on skill development, work experience, and placement.

Career Education Now-Model of Career Education Curriculum K-14 For Rural-Urban School District. (Continuing Project)
Turpin, Jerry
Bedford County Public Schools, Va.
V361020
OEG-0-73-5310
June 1973—May 1976

Career education will be a total school program, K-14, when this program is fully developed. Special emphasis will be given to those students who exit from the school system, either as graduates or dropouts, and an extensive follow-through will be made on each. Cooperation between the project and area postsecondary schools will be developed. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, job preparation in grades 10-14, and placement activities.

Highline Career Alternatives Model. (Continuing Project)
Yormark, Ben A.
Highline Public School District, Seattle, Wash.
V361123
OEG-0-73-5289
June 1973—June 1976

The program is designed to implement a district-wide, K-14 career education program that will address the areas of human needs, intellectual skills, career alternatives, and civil rights and responsibilities. Early Vocational Awareness (EVA), a system of resource packets, will be used by elementary classroom teachers. A work-sample exploration will be used at the junior high level, as well as by older students who are physically, mentally, or socially handicapped. A career-value-renewal task force will be used, as well as employment skill clusters, a placement system, and a career guidance and counseling emphasis.

A Design for Establishment of a Career Oriented Educational Program Through a Regional Education Service Agency. (Continuing Project)
Burdette, Clarence E.
West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
V361161
OEG-0-73-5295
July 1973—June 1976

A K-12 career education program will be implemented in a seven-county area serviced by a Regional Education Service Agency. Each of seven local boards of education and a community college serving the area will be involved in a comprehensive career education project incorporating the goals of educational and occupational competency for all students. The activity-center project design will be flexible in nature to meet the differing needs of students in the respective educational agencies involved. Program components will include overall guidance and counseling emphasis, elementary career awareness, junior high career orientation and exploration, and career preparation in grades 10-12.

Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. (Continuing Project)
Pendleton, J. Robert
Western Wisconsin Technical Inst., La Crosse.
V361185
OEG-0-73-5297
June 1973—June 1976

The project delivery system will be geared to the educational and geographic needs of the predominately rural area and is based on the development of the five strategically located career and continuing education centers. By the third year, five career and continuing education centers with extensive career information libraries, curriculum materials, and other resources will bring career education within reach of every person in the district. Articulation of K-12 with postsecondary education will be accomplished by correlating the established continuing education program with intensive action in career awareness, exploratory, and counseling activities.

Career Education for Persons in Rural Areas—Primary Focus on Adults 16 and Over. (Continuing Project)
Paulsen, Russell
North Central Technical Inst., Wausau, Wis.
V361036
OEG-0-73-5292
July 1973—June 1976

Focus of the project will be on providing education activities to adults in the district by working in sixteen public school districts where adult education classes are held. Inservice programs for teachers in K-12 will be held in cooperation with local school districts, cooperative education service areas, representatives, the Department of Public Instruction, and the Wisconsin Board of Vocational, Technical and Adult Education. Program components will include overall guidance and counseling, elementary career awareness, junior high career orientation and exploration, job preparation in grades 10-14, placement activities, and coordination with North Central Technical Institute's full-time postsecondary programs.

A Model Project in Career Education K-12. (Continuing Project)
Talagan, Dean P.
Wyoming State Dept. of Education, Cheyenne.
V361203
OEG-0-73-5281
June 1, 1973—June 30, 1976

Students will be assisted in making a rational career choice based upon self-knowledge, knowledge of job possibilities, and hands-on experience in chosen areas as a result of this project. Mastery of entry-level skills in chosen careers and adequate preparation in related academic skills will be emphasized. Students will be assisted in exhibiting responsibility by completing work plans. The program will be implemented in a five-step process: development of awareness attitudes and commitment in staff, development of staff skills in curriculum development, acquisition and/or development of curriculum materials, classroom implementation, and the promotion of community involvement.

Career Guidance. (Continuing Project)
Benioni, Patoa
American Samoa Dept. of Education, Pago Pago.
V361053
OEG-0-73-5320
July 1973—June 1976

Resource specialists and counselors in this project will provide current career information to students in grades 9 through 12 in four public high schools. An inservice training program will be conducted to ensure coordination between the resource specialists and the school counselors. The counselors will personally interview students and help them determine applicable career exploratory experiences and will provide career information developed by the resource specialists. The counselors will then place students in the world of work.

Career Awareness Packages for Elementary and Secondary (CAPES). (Continuing Project)
Pierce, Duane I.
Guam Dept. of Education, Agana.
V361051
OEG-0-73-5298
July 1973—June 1976

The project will develop career awareness packages to be used by elementary- and secondary-level classroom teachers, K through 9, after they have taken part in inservice training workshops. These packages will contain locally developed, career-oriented resource materials, media presentations, lists of resource persons (business, military, government, and parents), pertinent field trips, and use of written instructional materials. Program components include overall guidance and counseling emphasis, including self-awareness, attitudes toward work, and career decision-making skills.

Development of an Exemplary Career Education Comprehensive Program in the Academic and the Vocational and Technical Education in Puerto Rico. (Continuing Project)
Moya, José Lema
Puerto Rico State Dept. of Education, Hato Rey. Area for Vocational and Technical Education.
V-2-74-PR-1
OEG-2-4-VE001
July 30, 1974—June 30, 1977

The project involves the translation and adaptation of curriculum materials in career education and in forty occupations. During the first phase of the four-year project, the curricula will be developed by six technicians of the Curriculum Development Centers in each of the educational regions. During the second and third phases, curricula will be tested at the sites and will continue to be improved during the fourth phase of the project. In the final phase, curricula for forty occupations within the occupational clusters will be tested in six area vocational schools.

Career Awareness Curriculum Development and Implementation Project Providing Exploratory and Student Counseling Activities. (Continuing Project)
Brandner, William
Trust Territory of the Pacific Islands Dept. of Education, Saipan.
V361149
OEG-0-73-5296
June 1973—October 1974

The program will attempt to structure the entire educational program around work and educational opportunities and activities, integrate academic knowledge and skills with occupational training, include community resources and non-school education opportunities, and provide a relevant educational program for each student through an extensive career counseling-oriented curriculum in grades K-12. Teachers will assist in revising, implementing, field testing, and evaluating the curricula. The Community College of Micronesia will also be involved in this endeavor. Also integrated in the curriculum will be information from the Nett Municipality Cultural Center.

Career Education Materials Development for Comprehensive Guidance Counseling Implementation at the Senior High School Level.
Ramarui, David
Trust Territory of the Pacific Islands Dept. of Education, Saipan.
502A950004
OEG-391-75-0090
June 30, 1975—June 30, 1978

The career options of the students will be better preserved and provision will be made to give students the opportunity to decide how far and in which direction they will go educationally. Principal goals are to structure the entire program around real-life activities, integrate academic knowledge and skills with occupational training, include in the program community resources and nonschool educational opportunities, and provide an extensive curriculum oriented towards career counseling.

Virgin Islands Exemplary Vocational Career Education Center.
Ragster, Albert
Virgin Islands Dept. of Education, St. Thomas. Div. of Vocational-Technical Education.
502A25003
OEG-391-75-0010
June 30, 1975—June 30, 1978

This project will focus on orientation of the availability and use of the career education resource center. Approximately 8,000 pieces of resource material will be catalogued during the academic year. Workshops and seminars conducted during the year will involve administrators, counselors, and teachers. Professional consultants will be employed to provide valid input into the total project.

PART I. CURRICULUM DEVELOPMENT

Development of Curriculum for Minorities in Small Business Ownership and Management, Post-Secondary Level.
Harriman, David
Del Green and Associates, Foster City, Calif.
OEC-0-74-7536
June 27, 1974—July 26, 1976

This increase in funds will provide for the cost of the testing provisions written into the scope of work. The project objectives are to (1) determine specific bases for curriculum decisions to develop curriculum for minorities at the postsecondary (grades 13-14) level in small business ownership and management, (2) develop student information sheets as needed to serve as support materials to a curriculum guide, and (3) test all developed materials in at least one site.

Western Curriculum Coordination Center.
Becket, James
California State Dept. of Education, Sacramento. Div. of Vocational Education.
OEG-00-75-00179
January 29, 1975—December 31, 1975

The purpose of this project is to establish the Western Curriculum Coordination Center which will serve American Samoa, Arizona, California, Guam, Hawaii, Nevada, and the Trust Territory of the Pacific Islands by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

Diffusion and Dissemination of the Public Service Occupational Film Series and Workbooks.
Becket, James
California State Dept. of Education, Sacramento.
P00750257
May 15, 1976

These funds will be used for the promotion and effective utilization of the occupational film series and accompanying workbooks developed with 1974 Part I funds under contract number OEC-0-74-7925.

Print and Disseminate Films and Workbooks and Provide Promotional Materials Describing the Films. (Public Services)
Constance, John
National Archives and Records Service (GSA), Washington, D.C. National Audiovisual Center.
A0075029
April 28, 1975—June 30, 1976

The purpose of this project is to print and disseminate a series of ten films entitled "View of Public Services," workbooks to accompany the films, and promotional materials describing the films. These materials were developed with 1974 Part I funds under contract number OEC-0-74-7925.

East Central Curriculum Coordination Center.
Reynolds, William
Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.
OEG-00-75-00086
January 1, 1975—December 31, 1975

The purpose of this project is to establish the East Central Curriculum Coordination Center which will serve Delaware, District of Columbia, Indiana, Illinois, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, and Wisconsin by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

Diffusion and Dissemination of the Public Service Occupational Film Series and Workbooks.
Reynolds, William
Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.
P00750276
May 15, 1976

These funds will be used for the promotion and effective utilization of the occupational film series and accompanying workbooks developed with 1974 Part I funds under contract number OEC-0-74-7925.

Develop and Produce Informational and Promotional Brochures and Sheets to Assist in the Utilization and Distribution of the Public Service Occupational Films.
Jands, Inc., Silver Springs, Md.
P00750381
June 13, 1976

These funds will be used to produce camera-ready promotional material for items developed with 1974 Part I funds under contract number OEC-0-74-7925. The promotional materials will describe each film and provide suggestions for public utilization, illustrations, and information forms for renting or buying the films.

Development of a Process and Identification of New and Emerging Occupations in Vocational and Technical Education.
Gordon, Alice
Contract Research Corp., Belmont, Mass.
OEC-300-75-0210
May 1, 1975—April 30, 1976

This project, which will produce "Guide for Determining the Process and Identification of New and Emerging Occupations," proposes to (1) develop a process which vocational educators can use in identifying new and emerging occupations; (2) hasten the use of the process of making vocational education more responsive to the labor market by identifying ten technical occupations and five new and emerging occupations; (3) train vocational educators in the use and process of identifying new and emerging occupations; and (4) familiarize vocational educators with the basis for curriculum decisions so that they will become familiar with necessary curriculum program planning.

Development of Curricula in the Marketing and Distribution Cluster.
Gordon, Alice
Contract Research Corp., Belmont, Mass.
OEC-0-73-5233
July 1, 1973—December 31, 1975

This additional funding provides the monies necessary for the preparation, printing, and dissemination of the final products specified in the proposal and extends the contract deadline. The final products are a document for program planners and curriculum guides for teacher use.

Training of Project Directors in Pilot Testing and Field Testing.
Gordon, Alice
Contract Research Corp., Belmont, Mass.
OEC-300-75-0135
February 24, 1975—September 23, 1975

To enhance the quality of field-test efforts, this project proposes to establish standards for pilot and field testing and train Part I project directors in pilot and field testing. Procedures will include (1) determining field-test requirements; (2) drafting guidelines which will establish principles of field testing consistent with standards of sound research and adjustable for resource constraints; (3) planning and conducting training workshops to train project directors; and (4) revising and distributing guidelines.

Development, Demonstration and Evaluation of Management Education. Programs for Small Business Entrepreneurs Including Minorities.
Persons, Edgar A.
Minnesota Univ., Minneapolis. Coll. of Education.
OEG-0-73-5245
June 1, 1973—June 1, 1975

The purpose of this project is to develop, demonstrate, and evaluate a comprehensive management education program for small business entrepreneurs. The proposed project will adopt a prototypical model which has already demonstrated its utility for training entrepreneurs by involving them in computerized management information systems. Phase I of the project will be devoted to system design and development which will include the development of a business record and analysis system. Phase II will include programs to be organized in vocational and technical schools.

Southeast Curriculum Coordination Center.
Wall, James
Mississippi State Univ., Mississippi State. Research and Curriculum Unit.
OEG-00-75-00178
January 29, 1975—December 31, 1975

The purpose of this project is to establish the Southeast Curriculum Coordination Center which will serve Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

Diffusion and Dissemination of the Public Service Occupational Film Series and Workbooks.
Wall, James
Mississippi State Univ., Mississippi State.
P00750256
May 15, 1976

These funds will be used for the promotion and effective utilization of the occupational film series and accompanying workbooks developed with 1974 Part I funds under contract number OEC-0-74-7925.

Diffusion and Dissemination of the Public Service Occupational Film Series and Workbooks.
Kelly, Joseph
New Jersey State Dept. of Education, Trenton. Bureau of Occupational Research.
P00750278
May 15, 1976

These funds will be used for the promotion and effective utilization of the occupational film series and accompanying workbooks developed with 1974 Part I funds under contract number OEC-0-74-7925.

Northeast Curriculum Coordination Center.
Kelly, Joseph
New Jersey State Dept. of Education, Trenton. Bureau of Occupational Research.
OEG-00-75-00085
January 1, 1975—December 31, 1975

The purpose of this project is to establish the Northeast Curriculum Coordination Center which will serve Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

Design of a System with Alternative Approaches for **Identifying, Evaluating, and Disseminating Curriculum Materials Developed by the Department of Defense for Utilization by the Nation's Civilian Educational Programs.**
Budke, Wesley
Ohio State Univ., Columbus. Center for Vocational Education.
OEC-300-75-0276
June 30, 1975—June 29, 1976

This project proposes to develop an optimum system for identifying, evaluating, and disseminating to the nation's civilian vocational schools curriculum materials developed by the Department of Defense (DOD). This system will serve and be responsive to the needs of secondary, postsecondary, and proprietary vocational education programs and will utilize linkages with existing national, state, and local information systems. The project will also develop alternatives to the recommended system to be used by the U.S. Office of Education in determining implementation strategies. Procedures will include identifying the problems and issues encountered by civilian schools in using DOD curriculum materials; developing and validating criteria for selecting materials; developing a collection of recent DOD materials; and analyzing existing information systems.

Diffusion and Dissemination of the Public Service Occupational Film Series and Workbooks.
Patton, Bob
Oklahoma State Board for Vocational Education, Stillwater. Div. of Technical Education.
P00750279
May 15, 1976

These funds will be used for the promotion and effective utilization of the occupational film series and accompanying workbooks developed with 1974 Part I funds under contract number OEC-0-74-7925.

Midwest Curriculum Coordination Center.
Meek, Ronald
Oklahoma State Board for Vocational Education, Stillwater. Div. of Technical Education.
OEG-00-75-00087
January 1, 1975—December 31, 1975

The purpose of this project is to establish the Midwest Curriculum Coordination Center which will serve Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

Diffusion and Dissemination of the Public Service Occupational Film Series and Workbooks.
Blue, James
Washington State Commission for Vocational Education, Olympia.
P300750223
May 15, 1976

These funds will be used for the promotion and effective utilization of the occupational film series and accompanying workbooks developed with 1974 Part I funds under contract number OEC-0-74-7925.

Northwestern Curriculum Coordination Center.
Blue, James
Washington State Commission for Vocational Education, Olympia.
OEG-00-75-00082
January 1, 1975—December 31, 1975

The purpose of this project is to establish the Northwestern Curriculum Coordination Center which will serve Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

PART J. BILINGUAL VOCATIONAL TRAINING

Bilingually Taught Accounting and Clerical Aide Programs for Spanish Speaking Persons with Limited English Speaking Ability.
Zoffman, Norma
De Anza Coll., Cupertino, Calif.
558AG50039
OEG-00-75-02027
June 30, 1975—June 29, 1976

Di Anza College plans to adapt a current certificate program for accounting aides and for clerical aides utilizing instructors who are bilingual in English and Spanish and experienced in teaching the business skills involved. Objectives are to advertise the program to underemployed and unemployed Spanish-speaking persons in the area; select approximately forty interested persons from the target group and enroll twenty persons in each program; and place at least fifteen students from each program in a position. Procedures will include recruitment and selection of students, development of curriculum, supportive counseling, and project evaluation.

Bilingual Vocational Training of Dental Assistants.
Weissman, Fredric
California Univ., Los Angeles.
558AH50078
OEG-00-75-02031
June 30, 1975—June 29, 1976

Program objectives are to (1) provide 1,080 hours of bilingual training to approximately fifty out-of-school persons of limited English-speaking ability; (2) extend dental health care delivery systems and services to a greater number of persons through utilization of paraprofessionals; (3) provide complimentary and cooperative training for bilingual dental assistants to work with dentists; and (4) provide long-term career opportunities and immediate gainful employment to increase the supply of bilingual certified dental assistants who could eventually serve as instructors in this or other dental vocational training programs.

Bilingual Vocational Training at Modesto Junior College.
Salazar, Roman S.
Modesto Junior Coll., Calif.
558AH50085
OEG-00-75-03526
July 1, 1975—June 30, 1976

The goal of the project is to expand bilingual and bicultural vocational education programs to serve the needs of Spanish-speaking students based on the implications of the labor market survey conducted in 1974/75 in the Modesto Junior College Service Area. The project will provide access to educational experiences for non-English-speaking populations through program development in auto mechanics, health occupations, teacher assistants, law enforcement, sales, and office occupations. Procedures will include the following: inventory the bilingual skills required in each program area for which units should be developed; develop instructional units and correlate learning material to implement the program; identify and recruit Spanish-speaking students; develop placement procedures; and continue to identify potential jobs for expanded program development.

Bilingual Vocational Education.
De Bord, Robert F.
Stockton Unified School District, Calif.
558AH50082
OEG-00-75-02032
June 30, 1975—June 29, 1976

The primary goal of the project is to prepare individuals of limited English-speaking ability for gainful employment through the development of entry-level skills or upgrading of skills. Specific objectives include the development of (1) preservice and inservice education components to train new and existing staff; (2) an outreach program to screen potential project participants; (3) a communications laboratory utilizing English as a second language; and (4) a comprehensive program involving communication skills along with counseling services and occupational skill development.

Curricular Development for Bilingual Vocational Education.
Landis, Jeanne
Los Angeles Harbor Coll., Wilmington, Calif.
558AH50031
OEG-00-75-02014
July 1, 1975—June 30, 1976

Project objectives are (1) to develop a systematic outreach and recruitment program to the Philipino-, Samoan-, and Spanish-speaking communities to enable them to avail themselves of the services offered by the college, including vocational training and career counseling; and (2) to survey employers for the purpose of identifying vocational areas and employment opportunities which will best be served by course and service development through bilingual vocational education. Specialized assistance and adaptation of course content will be developed in at least five areas of instruction to enable students of limited English-speaking ability to progress and complete course work.

Bilingual Vocational Training Project.
Corso, Thomas S.
Manpower Administration, New Haven, Conn.
558AH50118
OEG-00-75-02033
June 30, 1975–June 29, 1976

Program objectives are to familiarize students with a variety of prevocational shop experiences; offer educational experiences which will provide maximum relevance; enable students to acquire basic skills in reading, spelling, oral and written comprehension and arithmetic; and assist students, through a good counseling program, to establish realistic life goals and develop reliability, dependability, and self-knowledge.

Bilingual Vocational Education.
Senes, Raymond
Norwalk Board of Education, Conn.
558AH50017
OEG-00-75-07292
July 1, 1975–June 30, 1976

The objectives of the project are to (1) provide bilingual vocational training leading to employment in machine tool and business and office occupations; (2) provide communication skills and individualized instruction in both the first and second language; (3) increase involvement of bilingual adults in both the education process and the skilled labor market; (4) provide counseling and placement services to students in the program; and (5) provide equal opportunity not now available because of language difficulties, limited self-esteem, and lack of training for employment.

Bilingual, Bicultural, Delivery of Human Services to Elderly Franco Americans Through Vocational Education.
Beaudoin, Michael F.
Maine Univ., Orono. Bangor Community Coll.
558AH50075
OEG-00-75-02019
July 1, 1975–June 30, 1976

The purpose of this project is to train 100 unemployed or underemployed Franco-Americans, preferably age forty-five and over, for jobs in community and institutional services to the elderly. Subordinate objectives are to assist service agencies for the aging to find appropriately trained bilingual adult personnel; create a model bilingual vocational training program for the entire New England area; and expand the number of qualified Franco-American staff at the University of Maine.

Program to Train 25 Persons of Limited English Speaking Ability as Geriatric Aides.
Dube, Therese
Maine Univ., Ft. Kent.
558AH50061
OEG-00-75-02030
June 30, 1975–June 29, 1976

This project will train twenty-five French-Americans as geriatric aides. The project intends to improve the care of the aging while at the same time providing marketable skills for unemployed and underemployed persons of limited English-speaking ability in a field in which there is a high potential for employment. The project will include a strong guidance and counseling emphasis and will utilize nontraditional delivery of educational services and information. An interdisciplinary team approach will be employed and use multimedia capacities.

Bilingual Vocational Training Project.
Gonzalez, Samuel C.
Lansing School District, Mich.
558AH50094
OEG-00-75-03743
June 30, 1975–June 29, 1976

Objectives of the project are to increase the employment opportunities of eligible participants of the Spanish-speaking community in Lansing; increase the educational levels of all eligible participants with limited English-speaking ability and limited educational attainment; and increase the number of potential job placements available to project participants who successfully complete the program. Program components are recruitment and placement; guidance and counseling; basic education; and vocational training in the areas of auto mechanics, clerical training, and machine shop.

Minnesota Bilingual Vocational Training Project.
Johnson, Melvin
Minnesota State Dept. of Education, St. Paul.
OEG-00-75-07290
June 30, 1975–June 29, 1976

Project objectives are to increase awareness of the knowledge about the occupational opportunities in Minnesota to persons in Spanish-speaking communities; to provide these persons with information concerning available postsecondary vocational training and retraining opportunities; and to assist people who need help in availing themselves of these opportunities. Procedures will include providing counseling and support services; training programs; remedial assistance in basic educational skills; and development and implementation of procedures for assessing needs in Spanish-speaking communities for these kinds of training.

Bilingual Secretarial Training Program.
Maestas, Ronald W.
New Mexico Highlands Univ., Las Vegas.
558AH50019
OEG-00-75-02012
July 1, 1975–June 30, 1976

The goal of this project is to produce at least twenty bilingual secretaries whose proficiency in both Spanish and English would permit them to function bilingually in the business world. Specific objectives are to develop a two-year program for postsecondary bilingual secretarial educational training; identify or develop appropriate instructional materials; train staff for teaching in a bilingual secretarial educational program; and implement programs for community involvement.

Bilingual Training in Housing Maintenance and Repair.
Diaz, Rafael
Bronx Community Coll., N.Y.
558AH50107
OEG-00-75-02029
July 1, 1975–July 30, 1976

Persons with limited English-speaking ability will have the opportunity to acquire skills needed for entry-level positions in community housing programs and building maintenance operations or for advancement in their current positions. The training courses for Italian- and Spanish-speaking students will be in the areas of general carpentry, plumbing, heating, electrical repair, and sanitation and pest control. ESL sessions will correspond to the skills classes.

New Directions in Vocational Education for Hispanic Americans.
Overton, Wayne
Nassau County, Mineola.
558AH50157
OEG-00-75-03744
June 30, 1975–August 6, 1976

The purposes of this project are to (1) identify the particular needs of the Hispanic American population; (2) provide services in these areas directly or indirectly through referral; (3) provide services for the Hispanic American community in areas where services and programs in the community at large do not meet the needs of this target population; and (4) provide assistance and information involving Hispanic communities to other agencies, departments, or institutions of Nassau County.

Bilingual Program to Train Chinese Chefs.
Ai, K. Y.
China Inst. in America, Inc., New York, N.Y.
558AH50048
OEG-00-75-02015
July 1, 1975–June 30, 1976

Professional culinary skills will be taught to Chinese Americans with limited English-speaking ability who are presently unemployed or underemployed. These persons will be trained to become head chefs. Training will be in ESL instruction, cooking, restaurant management, kitchen practice, and culinary terminology. Inservice training will be held for institute staff and placement counseling for students will be provided.

Bilingual Secretarial Training.
Drexler, Violet
Borough of Manhattan Community Coll., New York, N.Y.
558AH50016
OEG-00-75-07291
July 1, 1975–June 30, 1976

The purpose of this study is to research and develop teaching materials for use in bilingual secretarial education and to immediately implement these materials in a three-year experimental program. The goal of the program is to prepare Spanish-speaking students for an entry level job as bilingual secretaries.

Chinese-English Bilingual Para-Professional Training Program.
Yeun, Po S.
Chinatown Manpower Project, Inc., New York, N.Y.
558AH50071
OEG-00-75-02017
September 1, 1975–August 31, 1976

The objective of the program is to provide Chinese immigrants with intensive skill training, as well as English and bicultural study, so they can adjust to a new environment, obtain jobs, and become productive and respected citizens of their adopted country. Skills in law and accounting will be taught. ESL instruction, group counseling, job placement, and "Comparative Studies in Chinese and American Cultures and People" will be part of the program.

Bilingual Vocational and Continuing Education Program.
Hollwedel, Edgar
Rochester City School District, N.Y.
558AH50025
OEG-00-75-02013
July 1, 1975–June 30, 1976

The objectives of this project are to provide Spanish-speaking Americans with prevocational and vocational training in order to give them entry-level employment skills and better opportunities for promotional advancement. The training will be supplemented with remedial education in identified areas of need, English as a second language, basic education, language skills, measuring skills, and professional attitudinal development. Procedures will include recruitment and outreach activities, job placement and followup, teacher inservice, purchase or development of bilingual instructional materials, and evaluation of existing occupational programs.

Bilingual Mental Health Technologist Program.
Baloglo, B. A.
Mary Coll., Bismarck, N. Dak.
558AH5009
OEG-00-75-02016
July 1, 1975–June 30, 1976

The proposed educational and experiential training program leading to a two-year associate of arts degree will prepare American Indian graduates for the role of generalist in the field of mental health care assistance. Developed under the direction of the Tribal Education Committee of the three affiliated tribes of North Dakota, the program will include bilingual instruction and a culturally relevant program of activities for native American students to acquaint them with historical, sociological, literary, and political features of the American Indian culture.

A Model for Implementation of Bilingual Vocational Training.
McKinnerney, Beryl
El Paso Community Coll., Tex.
558AH50125
OEG-00-75-02018
July 1, 1975–June 30, 1976

The purpose of this project is to provide vocational training in a bilingual mode to individuals with limited English-speaking ability and to develop a model for implementing bilingual vocational training. The project has been divided into three phases: (1) identification of bilingual and vocational curriculum development for adaptation; (2) implementation of a bilingual vocational program; and (3) model development and evaluation. Program components include identification and recruitment of trainees, career counseling, English as a second language, general high school courses as appropriate, and training for occupations that have a shortage of skilled workers.

Bilingual Vocational Training Project.
Pierce, Duane I.
Guam Dept. of Education, Agana.
558AH50126
OEG-00-75-02034
June 30, 1975–June 29, 1976

The objectives are to provide program participants with a bilingual instructional setting for the development of skills which will enable them to become employable at an entry level or to gain on-the-job advancement as a result of upgrading skills. The implementation plan involves four basic components: inservice, classroom operation, guidance and counseling, and materials development and dissemination.

FISCAL YEAR 1976

SUMMARY

Part C. Research

The 124 projects awarded for this fiscal year are grouped by the following priority areas:

Adult Vocational Education (twenty-one projects)
Postsecondary Vocational Education (thirty-six projects)
Individualization and Modularization of Instructional Materials (sixteen projects)
Special Needs Populations (twenty-seven projects)
Special Projects of National Significance (twenty-four projects)

Eighteen projects received funding during the transition quarter (July 1 - September 30, 1976). The appropriation was $11,202,975 including a special authorization for the transition quarter.

Part D. Exemplary

Of the sixty projects listed, forty-five new awards were made in these priority areas:

Experience Based Career Education (thirty projects)
Cluster Projects (seven projects)
Work Experience and Cooperative Vocational Education (eight projects)

Fifteen career education and cluster projects were continuations from previous years. Funds appropriated were $8,000,000.

Part I. Curriculum Development

Fifteen projects were funded with an appropriation of $1,000,000.

Part J. Bilingual Vocational Training

Twenty-two programs were supported with an appropriation of $2,800,000.

SOURCE DOCUMENT

Budke, Wesley E., and Gordon, Ruth, comp. *Current Projects in Vocational Education—FY 1976. Abstracts of Projects Supported in Fiscal Year 1976 and the Transition Quarter Under the Vocational Education Amendments of 1968 (Parts C, D, I, and J).* ED 138 182. Columbus, Ohio: The Center for Vocational Education, The Ohio State University, February 1977.

PART C. RESEARCH

PRIORITY: ADULT VOCATIONAL EDUCATION

Performance-Based Adult Vocational Education.
Patterson, S. Douglas
Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
498AH60032
OEG-00-76-03799
July 1, 1976—December 31, 1977

The goals of this project are to develop an adult vocational education competency-based program using a research-based instructional systems design, and to assess the application of competency-based research products being developed by the Vocational Technical Education Consortium of States (V-TECS). Thirty adult instructors will be placed in three groups to develop programs. One group will receive intensive inservice training and use performance objectives; another will use only performance objectives; and the third will develop conventional programs. By comparing student performance, the effectiveness of the three programs will be analyzed.

A Model for Vocational Education Program Development in Entrepreneurship.
Cunningham, Paul R.
Arkansas State Dept. of Education, Little Rock.
498AH60090
OEG-00-76-03753
June 30, 1976—December 31, 1977

This project will expand the vocational education curriculum to provide adults with entrepreneurial competencies to facilitate self-employment. Approximately twelve modules will be identified to cover the entire spectrum of small business ownership. A content specialist will develop technical content materials for the selected entrepreneurial modules. Onsite teams will pilot test the materials. Staff development activities will include three seminars and a two-week workshop.

Adult Education for Women's Entrepreneurship: Women's Ownership Workshop.
Barlow, Melvin L.
California Univ., Los Angeles. Div. of Vocational Education.
498AH60141
OEG-00-76-03800
July 1, 1976—December 31, 1977

A career education module will be prepared detailing the learning activities to be used within the Andragogy instructional framework. Objectives are the development of competency-based learning activity packages and instructor's handbook on package use; evaluation and review of the packages; staff development for adult educators and resource persons; and workshop and clinic sessions for participants. Workshop sites will be selected where LEAs have made a commitment to assist in recruiting participants and providing facilities and resources.

Competency Based Adult Vocational Education Through Performance Based Vocational Teacher Education –An Implementation Delivery System.
Berry, Arthur O.
Maine Univ., Portland-Gorham. School of Education.
498AH60059
OEG-00-76-04116
July 1, 1976—December 31, 1977

This project is designed to develop within adult instructors skills and techniques which will cause them to structure their courses and programs around competencies. Two groups of ten vocational adult instructors representing two occupational areas from the Northern Maine Vocational Planning District will be selected to complete the competency-based professional education sequences offered through the University of Maine at Portland-Gorham.

Characteristics and Cases of Joint Industry-Education Programs Assisting Employee-Selected Career Changes.
Parker, L. Allen
Technical Education Research Center, Cambridge, Mass.
498AH60279
OEG-00-76-05051
September 13, 1976—March 31, 1978

The purpose of the project is to investigate joint industry and education programs which assist employees in making self-selected career changes. By identifying and comparing twenty cases of successful and less successful career change programs and surveying manufacturing and service firms having these programs, this study will prepare a summary publication and compendium of case studies. The publications will be disseminated to increase awareness of educators, employers, and governmental officials of the needs and means for career change programs.

Entrepreneurship Education for Adults-Program Development and Implementation.
Persons, E. A.
Minnesota Univ., St. Paul. Dept. of Agricultural Education.
498AH60199

OEG-00-76-05299
September 30, 1976–March 31, 1978

In an effort to broaden the focus of vocational education to include career preparation for the self-employed entrepreneur, this project proposes to develop, disseminate, and utilize instructional modules for an adult entrepreneurial training program. A model for legislation and state plan provisions for entrepreneurial training for postsecondary and adult students will also be developed from samples of similar legislative provisions to enable states to provide support for the training program.

A Cooperative Vocational Education Investigation to Develop In-Service Training Programs for Operating Supervisory Personnel.
Harwood, R. Frank
Mississippi Univ., University. School of Business Administration.
498AH60019
OEG-00-76-03750
July 1, 1976–December 31, 1977

This project will develop an inservice training program for operating supervisory personnel. The program thrust will be toward developing leadership capabilities. A questionnaire will be developed to determine specific employer needs and prospective resources. Employers with twenty-five or more employees at one site will be sought to participate in each of Mississippi's eighty-two counties.

Personnel Development for Entrepreneurs.
Boettcher, Julie N.
Nebraska Occupational Needs Research Coordinating Unit, Lincoln.
498AH60054
OEG-00-76-03752
July 1, 1976–August 31, 1977

This project will design intensified, individualized, and group-oriented instructional programs in personnel development for the entrepreneur. Phase I will establish an urban and a rural advisory committee and conduct a needs assessment to determine course content. Phase II will be the development of instructional materials and training in service agencies to small business managers. Phase III will consist of a field test of course materials through classes at Platte Technical Community College.

Expanding Competency-Based Adult Vocational Education in Nevada.
Ryan, Ray D., Jr.
Nevada Univ., Las Vegas.
498AH60330
OEG-00-76-03758
July 1, 1976–December 31, 1977

A competency-based adult vocational education (CBAVE) program will be initiated or expanded in Nevada as a result of this project. An individualized program of instruction will be developed with a technology-based delivery system to be used for presenting CBAVE information. Procedures will include collection and review of existing materials, modification and design of materials for the workshop, workshop implementation and evaluation, and participant follow-up.

Career Planning Programs for Women Employees.
Vetter, Louise
Ohio State Univ., Columbus. Center for Vocational Education.
498AH60218
OEG-00-76-04056
July 1, 1976–December 31, 1977

The current status of career planning programs for women employees will be determined in this project. In addition, a prototype career planning program for women employees, adaptable to both educational and employment settings, will be developed using a modified Delphi technique. Procedures will include defining parameters for these programs, establishing criteria for reviewing existing programs, conducting a literature review, and conducting a survey of educational institutions, business, and industry.

Identification and Analysis of Competency-Based Adult Vocational Education Programs.
Russell, Earl
Ohio State Univ., Columbus. Center for Vocational Education.
498AH60237
OEG-00-76-05788
July 1, 1976–June 30, 1977

Information on competency-based education (CBE) programs, especially those for adult learners in public and private vocational education, will be assembled and disseminated to competency-based education program developers and operators in this project. Procedures will include identifying and surveying CBE programs and conducting a workshop for CBE program developers and operators. A comprehensive directory of CBE adult vocational programs and workshop proceedings will be produced.

Instructional Materials for Adult Entrepreneurship of Apparel Shops.
Greenwood, Kathryn
Oklahoma State Univ., Stillwater. Div. of Home Economics.
498AH60278
OEG-00-76-03757
July 1, 1976–December 31, 1977

This project will develop, test, evaluate, and revise individualized and modularized instructional materials which will provide entrepreneurial competencies for potential owners of small apparel shops. Recommendations will be made concerning the materials' continued use in open entry/open exit programs. Major competencies stressed will be accounting and control, buying and merchandising, operation and management, and advertising and promotion.

Individualized Employee Training for Small Rural Businesses.
Hoch, Harry
Treasure Valley Community Coll., Ontario, Oreg.
498AH60027
OEG-00-76-03751
July 1, 1976–June 30, 1977

The value of an individualized employee training program will be demonstrated to small-business persons as a result of this project. A technique by which an individualized employee training program can be operationalized will be demonstrated. Small-business managers will be assisted in implementing their management skills in training employees regarding various state and federal regulations and in setting profitable management objectives and priorities.

Development and Field Test of a Multi-Purpose Computerized Vocational Counseling Program for Providing Placement, Occupational and Educational Information to Unemployed Adults, Handicapped Persons and Inmates in Correctional Institutions.
Cameron, Walter A.
Tennessee Univ., Knoxville. Coll. of Education.
498AH60119
OEG-00-76-03755
July 1, 1976–December 31, 1977

This project will determine, by survey and interview, the vocational counseling needs of the clientele to be served and will develop a multi-purpose, computerized information program to meet these needs. The computer package will be field tested on four types of computers, and user reactions to all facets of the vocational counseling services will be assessed. User guides and a series of sound filmstrips will be developed and evaluated; inservice training will be provided to user groups.

Developing Adult Guidance-Placement Models in Vermont.
Taylor, John H.
Vermont State Dept. of Education, Montpelier.
498AH60301
OEG-00-76-03803
July 1, 1976–June 30, 1977

This project proposes to develop career guidance models to assist adults in establishing and implementing career directions. At least one guidance model will be field tested with a minimum of thirty adults in an area vocational center and evaluated on results and cost-effectiveness. An annotated bibliography of adult guidance procedures, processes, and results will be completed. A procedures manual will be available to and a training workshop will be conducted for vocational educators.

Analysis of the Relationship of Vocational Education to Women's Entry and Retention into Apprenticeship Programs.
Kane, Roslyn D.
Rj Associates, Inc., Arlington, Va.
498AH60248
OEC-300-76-0260
July 1, 1976–June 30, 1977

This project will examine the characteristics of women who apply for apprenticeship, the preparation they have received, and the cause of their acceptance to, or rejection from, apprenticeship programs. Objectives are to determine prior training women found most or least useful in preparing for admissions exams for entry into apprenticeship programs; women's perceptions of existing programs; and the special support programs needed to overcome the problems that have caused a large percentage of women to drop out.

Developing Competency-Based Individualized Instruction Modules for Owner-Managers of Small Business Firms.
Reece, Barry L.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
498AH60108
OEG-00-76-03754
July 1, 1976–December 31, 1977

This project is designed to develop, administer, and evaluate a series of individualized instructional modules designed to develop managerial and entrepreneurial competencies. The necessary core managerial and entrepreneurial competencies will be identified and instructional modules will be developed. The project will recruit and train teacher counselors to assist twenty-five owner-managers in completing the instructional modules. An evaluation will be conducted to assess the degree to which the modules have aided owner-managers.

Assessment of Adult Vocational Outreach Programs of Community Colleges in the Pacific Northwest (DHEW Region X).
Ratcliff, James L.
Washington State Univ., Pullman. Coll. of Education.

498AH60004
OEG-00-76-03973
September 15, 1976–March 15, 1978

The project proposes to assess the current procedures of selected nonmetropolitan community college districts in providing adult vocational outreach programs to their outlying communities. The project will survey the adult vocational learner interests and needs in selected rural communities of the target college districts; identify curricular, guidance, and administrative services available to these communities; and identify particularly effective or innovative elements of vocational outreach programs.

Development of a Competency-Based Curriculum for Upgrading Water Treatment Technicians.
Welty, T. A.
West Virginia State Dept. of Education, Charleston.
498AH60178
OEG-00-76-03801
July 1, 1976–June 30, 1977

The purpose of this project is to develop an instructional program for training water treatment technicians that will combine a competency-based format, short modules of instruction, and provision for open entry/open exit. This program can be used in postsecondary or adult education settings for either new trainees or presently employed water treatment technicians. This project will be a cooperative effort between vocational education, the State Health Department, and the water treatment industry.

Development of a Curriculum for Upgrading Mine Electricians on the Use of Solid-State Electrical Controls.
Dillon, William
West Virginia State Dept. of Education, Charleston.
498AH60177
OEG-00-76-03756
July 1, 1976–June 30, 1977

This project will develop an instructional program for training underground mine electricians to trouble shoot and do corrective maintenance on solid-state electrical controls. A competency-based curriculum utilizing short, self-paced instructional modules will be developed. These modules will be suitable for open entry/open exit scheduling and will provide electrical panels for demonstration and training purposes. The instructional units will be written, pilot tested, revised, and evaluated by members of both industry and education.

Development of Guidance and Counseling Program in Vocational Education for Employed Adults on Wind River Reservation.
Smith, John
Araphoe Business-Council, Fort Washakie, Wyo.
498AH60269
OEG-00-76-03802
July 1, 1976–June 30, 1977

This project will identify the vocational education needs of employed adults on the Wind River Reservation and determine the extent to which agencies, organizations, or individuals are providing vocational education services for employed adults. The project will develop a guidance and counseling program which will relate the provision of vocational education services to career progression plans of employed adults, and develop coordinated activities between vocational education services and public employment training programs funded under the Comprehensive Employment Training Act (CETA).

PRIORITY: POSTSECONDARY VOCATIONAL EDUCATION

Research and Design Project for Disadvantaged Student Programs.
Handley, Richard
Fresno City Coll., Calif.
498AH60316
OEG-00-76-03888
July 1, 1976–December 31, 1977

The goal of this project is to develop plans that would refine and improve the quality of programs and services for vocational education disadvantaged and physically handicapped students. After identifying the needs of these students, the project will design and field test programs and services in seven vocational education disciplines. Instructors and administrators will receive training in the System Approach for Education which will assist them in designing and field testing the programs.

Building a Model for the Linkage and Coordination of Vocational Education at Post Secondary Schools and Business, Industry, and Labor.
Banathy, Bela H.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
498AH60292
OEG-00-76-03322
July 1, 1976–December 31, 1977

This project proposes to design, develop, and validate models for linking and coordinating vocational education programs of public and private postsecondary institutions with business, industry, and labor. Procedures include describing goals, content, and organizational characteristics of selected postsecondary vocational education programs and comparing them with those of identified selected organizations in

business, industry, and labor. A model for program linkage and coordination will be developed, implemented, tested, and evaluated. A report of findings will be disseminated.

Computer-Assisted Guidance: An Individualized Counseling System.
Suppes, Patrick
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
498AH60157
OEG-00-76-03721
July 1, 1976–December 31, 1977

The objective of this project is to produce an interactive vocational guidance counseling program by using a computer-assisted guidance system. Emphasis will be placed on constructing models of student interests to guide the presentation of materials, and on producing a simple-to-use, transportable computer program with an easily updated data base. Procedures will include studying other computer-assisted guidance systems, designing the program, and field testing and evaluating the effectiveness and efficiency of the system.

The Effect of Alternative Career Decision-Making Strategies on the Quality of Resulting Decisions.
Krumboltz, John D.
Stanford Univ., Calif. School of Education.
498AH60282
OEG-00-76-05241
September 1, 1976–March 1, 1978

This proposed research is designed to discover whether alternative approaches to making career decisions have any measurable impact upon the quality of the resulting decisions. A criterion instrument, the Career Decision Making Analog (CDMA) will be developed to determine which decision-making strategies (rational, intuitive, or fatalistic) produce better outcomes. A brief questionnaire will be constructed to assess each individual's habitual preference for using one of the three decision-making strategies. These instruments will be used to compare strategies and to evaluate the decision-making process.

Adult Vocational Education Research and Related Activities.
Keller, Louise J.
Northern Colorado Univ., Greeley. Coll. of Education.
498AH60261
OEG-00-76-03722
July 1, 1976–June 30, 1977

This project has three major objectives. The first is to conduct literature searches and complete research studies in adult vocational education. The second is to plan, implement, and evaluate a Colorado Postsecondary Adult Cooperative Vocational Education Conference to stimulate the development or expansion of adult cooperative vocational education. The third objective is to produce three instructional modules for the improvement of content and delivery of university graduate level introductory instruction in adult education.

Project for Awarding College Credit for In-Service Training in Business and Industry.
Bavier, Thomas N.
Manchester Community Coll., Conn.
498AH60284
OEG-00-76-03724
July 1, 1976–June 30, 1977

To increase the accessibility of a college education to all segments of the labor force, this project will develop a plan for awarding college credit for in-service training programs. Inservice training programs of businesses in Connecticut will be identified and evaluated. College credit will be awarded for in-service training, and courses will be provided on site. Other objectives of this project are facilitating communication between the colleges, business, and industry; and assisting Connecticut community colleges in developing similar programs.

Development of Procedures and Instruments for Assessing the Productivity and Impact of Post-Secondary Cooperative Education and Work Experience Programs.
Blaschke, Charles L.
Education Turnkey Systems, Inc., Washington, D.C.
498AH60191
OEC-300-76-0269
July 1, 1976–June 30, 1977

The objectives of this project are to develop procedures and instruments for assessing the productivity and impact of postsecondary cooperative education programs; develop materials to train local cooperative education project directors in the use of the assessment procedures and instruments; and pilot test these products. This work will build upon a general design developed in 1976 under Part C for improving cooperative education programs. The evaluation component will be adapted to meet the special needs of postsecondary programs and to focus on measuring productivity and impact.

Proprietary Education: Alternatives for Public Policy and Financial Support.
Anderson, Marcia
Southern Illinois Univ., Carbondale.
498AH60142
OEG-00-76-03720
July 1, 1976–June 30, 1977

The purposes of this project are to (1) complete a comparative analysis of vocational program offerings of both public postsecondary vocational education and resident proprietary institutions in Illinois; (2) gather and analyze selected data on the characteristics of resident proprietary institutions in Illinois; (3) conduct a feasibility study of alternatives for public utilization of resources in Illinois-approved resident proprietary schools; and (4) publish a report incorporating results along with recommendations for maximizing use of the resident proprietary institutions in vocational efforts.

The Special Vocational Education Needs of Women.
McCage, Ronald D.
Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
498AH60146
OEG-00-76-03321
July 1, 1976—December 31, 1977

Project goals are to provide a dissemination system which will eliminate common stereotypes that influence students' occupational preferences and to provide all students the opportunity to make occupational choices unencumbered by outside social pressures. A curriculum to increase students' awareness has been prepared and will be distributed with the inservice materials to secondary schools and community colleges through a series of eight regional workshops.

Identification of Exemplary Programs that Reduce the Dropout Rate from Vocational Education at the Postsecondary Level.
Gibson, Robert L.
Indiana Univ. Foundation, Bloomington.
498AH60318
OEG-00-76-03725
July 1, 1976—June 30, 1977

This project proposes to identify exemplary programs that reduce the dropout rate from vocational and technical education institutions at the postsecondary level and evaluate these programs in terms of the development of relevant curricular offerings, supporting counseling and guidance services, and placement success. By surveying a sample of postsecondary vocational and technical education programs, data will be interpreted to determine appropriate conclusions, implications, and recommendations.

Common Intra-Cluster Competencies Needed in a Selected Occupational Cluster.
McClurg, Ronald
Des Moines Area Community Coll., Ankeny, Iowa.
498AH60116
OEG-00-76-03320
July 1, 1976—December 31, 1977

The purpose of this research is to identify a basic set of competencies within a broad occupational cluster that would permit a common teaching approach in postsecondary education. By selecting an appropriate occupational cluster and identifying a set of occupations to be included, a roster of competencies will be developed and validated through a random sample survey of practitioners in each field. Validated competency lists will be cross-tabulated to define commonality among occupations.

Identification and Development of Competency-Based Curriculum for Water and Wastewater Program.
Willis, Larry
Kirkwood Community Coll., Cedar Rapids, Iowa.
498AH60060
OEG-00-76-03718
July 1, 1976—December 31, 1977

To provide easy access to training and placement in water and wastewater training programs for persons with minimum competencies in job skills, math, and reading, the project will (1) identify job, task and human relation competencies to enter the field; (2) convert the existing curriculum to competency-based formats; (3) pilot the revised curriculum; (4) develop a competency-based testing program; (5) identify necessary competencies in math and reading to enter the field; and (6) develop and pilot multilevel variable entry and exit developmental reading and math programs.

The Research, Development and Testing of a Competency-Based System of Instruction for Four Post-Secondary Agriculture Technology Programs in Kansas.
Jarmer, Gary E.
Northwest Kansas Educational Cooperative, Colby.
498AH60081
OEG-00-76-03719
July 1, 1976—December 31, 1977

The goal of this research and development project is to develop a model system for improvement of postsecondary agriculture technology programs through a competency-based instructional system. Specific objectives include developing and field testing a competency-based curriculum development system for four postsecondary agriculture programs and a system of competency-based teacher inservice programs. These materials will be further field tested and disseminated to all Kansas institutions which offer teacher education programs in vocational education.

Development of Methods and Procedures to Identify and Adapt Technical Positions and Curriculum to Meet Industry Needs.
Rall, Clifford L.
Montgomery Coll., Germantown, Md.
498AH60189
OEG-00-76-03433
July 1, 1976–June 30, 1977

The objectives of this project are to establish, within a specific technology, methods and procedures to enable a postsecondary institution to cooperate with industry in incorporating continuous curriculum changes as the need for such changes becomes apparent, and to determine which general education requirements are necessary for employment. This project will maintain an accurate file of immediately available and emerging jobs, and determine the point in training when the student is able to become employed and continue training after work hours if desired.

PROUD OPTION: Research in Support of Vocational Opportunities for Students Leaving Institutions.
Miller, Geoffrey C.
The ALPHA Group, Wellesley Hill, Mass
498AH60264
OEG-00-76-03723
July 1, 1976–December 31, 1977

To provide the critical link and support for students leaving state institutions for community employment, PROUD OPTION will evaluate the functioning levels of fifty-six institutional students and assess their vocational needs, and will canvass the regional employment market and identify new job opportunities appropriate to student functioning levels. The project will assist in modifying vocational programs to ensure that the training curricula match the functioning levels necessary for job competency, and will design and initiate a procedure to secure competitive or sheltered employment for students completing training.

Cooperative Rural Career Guidance System. A system linking postsecondary and secondary educational institutions that provide vocational education programs and linking these programs with community business, industry, and labor.
Weaver, Charles E.
Northern Michigan Univ., Marquette. School of Education.
498AH60201
OEG-00-76-05225
September 1, 1976–March 1, 1978

By using a career guidance program that has been developed to meet the needs specific to rural settings, this project proposes to field test a comprehensive career guidance system for rural schools at postsecondary educational institutions and their feeder schools with assistance from business, industry, and labor. This project will also attempt to develop descriptions and guidelines for cooperative agreements between educational institutions and industry, business, and labor. A set of case studies will be developed and a workshop conducted in the use of the guidance system.

Development, Implementation, and Evaluation of an Innovative Health Education Assistant Program.
Freedman, Ruth
Saint Mary's Junior Coll., Minneapolis, Minn. Office of Educational Development, Evaluation and Research.
498AH60037
OEG-00-76-03865
July 1, 1976–December 31, 1977

The purpose of the project is to design, implement, and evaluate an innovative two-year associate degree program to prepare a health education assistant. Specific objectives include developing learning resource materials and the clinical and fieldwork portions of the program; evaluating students and curriculum; and describing the functions of the health education assistant. The project director will consult with faculty and outside personnel in developing curriculum.

Individualization of Instructional Materials.
King, Joe, Jr.
Jackson State Univ., Miss.
498AH60061
OEG-00-76-04277
September 1, 1976–August 31, 1977

This project will provide individualized professional education with computer-assisted instruction for vocational personnel. Specific objectives include (1) performing task analysis, developing curriculums, and establishing behavioral objectives; (2) designing instructional material to reach established behavioral objectives; (3) practicing human relation skills in dealing with persons involved in vocational programs; and (4) developing instruments to measure teacher competencies. The procedure of "Individually Diagnosed and Prescribed Instruction" will be used with computer-assisted instruction to enable students to attain program objectives.

Develop and Field Test Criteria, Instruments, and Procedures to Evaluate Vocational Educational Programs in Metropolitan Community Colleges of Kansas City, Missouri.
Dueitt, Sue
Metropolitan Community Colleges of Kansas City, Mo.
498AH60066
OEG-00-76-03864
September 1, 1976–August 31, 1977

The Metropolitan Community Colleges (MCC) evaluation project will develop data collection instruments and procedures for implementing and field testing a curriculum evaluation model based on information needs of the institution and its stated goals for vocational education. Evaluation criteria include the program's (1) relationship to a job market profile, (2) level of community support, (3) success in meeting vocational aspirations of clientele and in reaching handicapped and disadvantaged students, (4) success in terms of student performance, and (5) cost effectiveness.

Develop and Mediate 72 Modules and Develop Capability to Reproduce and Distribute Mediated Materials.
Fielding, Marvin R.
State Fair Community Coll., Sedalia, Mo.
498AH60165
OEG-00-76-03911
July 1, 1976–December 31, 1977

The goals for this project are to (1) develop and field test at four cooperating institutions seventy-two individualized instructional modules in business and office, health occupations, welding, and agribusiness; and (2) develop a media center to mass-reproduce and disseminate individualized materials. State and regional marketing channels will be developed. Procedures will include developing eighteen modules in each of the career areas; preparing a student packet, instructors guide, and one form of media for each module; and sponsoring workshops to train instructors to use the materials.

A Study of the Comparison of the Benefits of Secondary and Post-Secondary Vocational Education.
Nelson, William J.
Montana State Dept. of Public Instruction, Helena.
498AH60094
OEG-00-76-04307
July 1, 1976–December 31, 1977

The study will attempt to develop techniques for obtaining information from students and employers to assess the appropriateness and adequacy of training in vocational and technical education programs. The major thrust of the study will be to identify the economic, psychological, and sociological benefits accrued to program completers. Data collected in interviews with former students and their employers will be collated and analyzed through an inferential statistical technique, and conclusions and recommendations for changing program goals and curriculum will be formulated.

Ocean County Vocational Technical Schools/Ocean County College Articulation Plan for Career Development.
Adam, Frank W.
Ocean County Vocational Technical Schools, Toms River, NJ.
498AH60239
OEG-00-76-03869
July 1, 1976–June 30, 1977

This project will develop a viable career education process which will provide students with next-step options for career development. Project objectives include expansion and extension of the Career Resource Center to Ocean County College; a survey of business and industry in Ocean County to develop a needs assessment for curriculum resources and potential job placements; development of an articulation model to meet the needs of students; and development of a career option program.

Feasibility of Developing Post High School Technical Training Programs for Emerging Energy Sources in the Southwestern United States.
Edington, Everett
New Mexico State Univ., Las Cruces.
498AH60011
OEG-00-76-03862
August 15, 1976–February 14, 1978

This project proposes to (1) determine how emerging energy policies in the Southwest relate to manpower needs; (2) identify emerging energy sources in the Southwest and the possible manpower needs in each emerging energy field; and (3) identify levels of training needs for each identifiable occupation. The project will also select two or three energy occupations identified as the most promising energy sources, identify specific skills needed, and develop instructional modules for each occupation.

An Empirical Study of Decisions Involving Post-Secondary Vocational School Training.
Olson, Lawrence S.
Rochester Univ., N.Y. Dept. of Economics.
498AH60205
OEG-00-76-03868
July 1, 1976–August 31, 1977

This study will analyze the reasons people choose vocational school training and estimate the short- and long-term effects of this training. Specific objectives include (1) determining the ways vocational school decisions affect and are affected by decisions about other training and about work; (2) estimating the effect of policy alternatives on these decisions; and (3) examining the similarities and differences between members of target groups (inner-city and rural students, and program dropouts) and others regarding training choices and predicted effects of policies on these choices.

A Model of Articulated Counseling Services for Post Secondary Programs.
Eshelby, Don
North Dakota State Board for Vocational Education, Bismark. Research Coordinating Unit.
498AH60113
OEG-00-76-03866
July 1, 1976–September 30, 1977

This project will develop a postsecondary model for counseling services to reduce the dropout and non-completion rates in vocational education programs, provide better service to rural area vocational students, and assess the impact of existing vocational education programs on North Dakota industry and manpower. By combining effective strategies of existing programs, the model will be developed into a fully articulated program encompassing elements of student needs, individualized instructional philosophies, employment practices and needs, and regular program offerings.

Cooperative Rural Career Guidance System. A system linking postsecondary and secondary educational institutions that provide vocational education programs and linking these programs with community business, industry, and labor.
Drier, Harry
Ohio State Univ., Columbus. Center for Vocational Education.
498AH60203
OEG-00-76-05052
October 1, 1976–March 31, 1977

By using a career guidance program that has been developed to meet the needs specific to rural settings, this project proposes to field test a comprehensive career guidance system for rural schools at post-secondary educational institutions and their feeder schools with assistance from business, industry, and labor. This project will also attempt to develop descriptions and guidelines for cooperative agreements between educational institutions and industry, business, and labor. A set of case studies will be developed and a workshop conducted in the use of the guidance system.

Development and Validation of Competency Based Instructional Systems for Adult, Post Secondary, Special Needs, and Entrepreneurship via the IDECC System.
Casterline, Larry
Interstate Distributive Education Curriculum Consortium (IDECC), Inc.
Ohio State Univ., Columbus.
498AH60200
OEG-00-76-05242
July 1, 1976–December 31, 1977

The purpose of this project is the further development and validation of the Interstate Distributive Education Curriculum Consortium (IDECC) system. Using the current IDECC system as the nucleus, the project will develop and validate competency-based instructional systems for adult distributive education, special needs, and postsecondary programs. Competencies for new and additional occupations in marketing and distribution and a competency-based learning system for entrepreneurship will also be developed and validated.

Entrepreneurship for Post-Secondary Institutions.
Furtado, Lorraine
Ohio State Univ., Columbus. Center for Vocational Education.
498AH60219
OEG-00-76-03930
August 1, 1976–January 31, 1978

This project will design and develop a modularized performance-based course of instruction entitled "Becoming an Entrepreneur" which is a continuation and extension of a previous project, "Introduction to Entrepreneurship." Specific objectives include (1) planning, conducting, and evaluating two inservice workshops designed to motivate and capacitate thirty postsecondary Ohio instructors to teach both courses; (2) designing and conducting a formative evaluation of both courses and revision of the courses based upon field test findings; and (3) preparing and conducting a dissemination plan.

A Procedure for Planning and Evaluating Senior High School Vocational Education Programs–Phase III (Project S.P.A.C.E.–Student Placement and Counseling Effort).
Stock, William E.
Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
498AH60102
OEG-00-76-03955
July 1, 1976–December 31, 1977

The general objectives of this project are to increase the number of in- and out-of-school youth and potential dropouts who become committed to some type of career goal or postsecondary activity and to increase the degree of satisfaction students derive from their choice of a postsecondary activity. By providing career services, this project proposes to increase the number of students who respond positively toward the counseling, placement, and instructional services and increase the awareness of employers, parents, and faculty about the services provided.

Competency Based Curricula Development for the Mining and Related Industries.
Fluck, Bryan V.
Admiral Peary Area Vocational-Technical School, Edensburg, Pa.

498AH60252
OEG-00-76-03870
July 1, 1976–June 30, 1977

This project is designed to further develop and refine the curricula for the occupations in and related to the mining industry. Task sheets for mining and related occupations will be prepared. A competency-based, modularized, and individualized curricula will be developed and technical advisory committees will be involved in the formation of the specific tasks in the curriculum. Methods for curricula dissemination will also be developed and implemented.

Vocational Education Module. Rhode Island Educational Management Information System.
Santoro, Frank M.
Rhode Island State Dept. of Education, Providence.
498AH60114
OEG-00-76-03867
July 1, 1976–June 30, 1977

The goals of this project are to refine and revise the Vocational Education Module to improve the responsiveness of the system to user needs and provide managers at all levels with better and more complete information on vocational education. The project will involve reviewing the current input and output structure of the student and financial subsystems, making modifications, and initiating data collection activities required to operationalize the vocational module. The performance of the system in meeting users' requirements and the accuracy of reported data will be evaluated.

South Dakota Vocational Education Follow-Up.
Stover, Keith
South Dakota State Div. of Vocational Education, Pierre.
498AH60014
OEG-00-76-04261
July 1, 1976–June 30, 1977

This project proposes to develop a model to be used in following up graduates from South Dakota post-secondary vocational and technical programs. Specific objectives include (1) revising follow-up instruments based on results of a previous project; (2) collecting data from postsecondary program graduates, processing it by computer, and disseminating results; (3) developing and field testing a follow-up instrument for secondary program graduates; (4) compiling a Salary Survey of data from the first and fifth year post-secondary follow-up questionnaires; and (5) developing a placement instrument for notifying institutions of placement opportunities.

Installation and Assimilation of Educational Innovations in Vocational/Technical Programs.
Mink, Oscar G.
Texas Univ., Austin.
498AH60246
OEG-00-76-03972
July 1, 1976–December 31, 1977

The intent of this project is to analyze the introduction of individualized instruction to vocational instructors in Texas community colleges. One of the main thrusts of the study will be to survey vocational and technical instructors who participated in a training effort to provide the necessary skills to individualize course offerings. The survey will ascertain the extent to which this training is currently incorporated in their teaching efforts. Individual instructor innovation and institutional variables will be examined in an effort to identify factors contributing to the current status of teaching methodologies employed.

An Analysis of the Participation of Women in Training for Non-Traditional Occupations in Area Vocational Technical Schools, and Factors Which Influenced Their Decision to Enter and Remain in Such Training: Phase II, Secondary Schools.
Kane, Roslyn D.
Rj Associates, Inc., Arlington, Va.
498AH60223
OEC-300-76-0466
October 1, 1976–September 30, 1977

The purpose of this research is to examine the decision-making process of women selecting non-traditional vocational training in order to identify the crucial factors influencing their final training selection and the educational programs and counseling techniques which have influenced them. Phase I of this project dealt with women in postsecondary nontraditional training; Phase II will focus on women in secondary training programs. A specific objective is to identify the differences in crucial decision-making factors between secondary women in nontraditional training and those in other secondary vocational training.

The Systems Approach to Assessment & Evaluation of Post Secondary Vocational Education Programs.
Hartz, John D.
Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
498AH60183
OEG-00-76-04416
October 1, 1976–March 31, 1977

The purpose of this project is to develop materials to assist local postsecondary educators in planning and evaluating program components designed to facilitate the acquisition of non-job skills necessary to obtain and maintain employment. The specific objectives include (1) determining the personal, interpersonal, and social skills necessary for job acquisition and

survival; (2) developing and field testing an omnibus instrument and methodology designed to assess competencies in the determined skills; and (3) developing procedural guides for using the instrument in local program planning and evaluation.

Study of the Characteristics on Employment Needs in the Drug and Pharmaceutical Industry in the Arecibo-Manati Area of Puerto Rico.
Moya, José Lema
Puerto Rico State Dept. of Education, Hato Rey. Vocational Technical and Skills Education Program.
498AH60030
OEG-00-76-03863
July 1, 1976—June 30, 1977

This research study will determine employment needs in the drug and pharmaceutical industry located in the Arecibo-Manati area to establish the foundations for technical curriculum development. Phase I of the project will deal with gathering data, identifying the human resources needed, and initiating collaboration with other public agencies. Phase II will use job analysis charts as the base of the curriculum development. Course outlines, subject descriptions, instructional units, teacher and student guides, and learning modules will be prepared, tested, reproduced, and disseminated.

PRIORITY: INDIVIDUALIZATION AND MODULARIZATION OF INSTRUCTIONAL MATERIALS

A Feasibility Study for Providing an Array of Vocational Modules for Individualized Vocational Education for Each Student in a Navajo Tribal-Operated Community School.
Platero, Dillon
Navajo Div. of Education, Window Rock, Ariz.
498AH60290
OEG-00-76-03818
July 1, 1976—December 31, 1977

The intent of the project is to conduct a study of the feasibility of planning, developing, operating, and evaluating an array of vocational modules that will provide an individualized occupational program for each secondary school youth and adult enrolled in the proposed Navajo Community School. Procedures include producing an administrative report on the educational feasibility of the proposed vocational modules and finalizing a program catalog including an analysis and coding of all viable programs and materials.

The Delivery and Field Testing of a Computer Managed Delivery System for Multioccupational Programs in Vocational Education.
Frantz, Nevin R., Jr.
Delaware Univ., Newark. Dept. of Occupational Education.
498AH60022
OEG-00-76-03807
September 1, 1976—June 30, 1977

The objective of this project is to develop a computer-based system to deliver and manage an individualized instructional approach for multi-occupational programs. Procedures for scheduling students, providing instructional feedback, and monitoring student progress will also be accomplished. The completed system will be field tested with a selected group of students and teachers in an area vocational and technical high school to refine the procedures and to determine the feasibility of providing the multi-occupational approach.

Development and Validation of a Competency-Based Preservice/Inservice Learning System for Vocational Teachers in the Implementation and Management of a Curriculum Delivery System for Individualizing Vocational Education.
Bert, C. Virginia
Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
498AH60198
OEG-00-76-03814
June 30, 1976- June 29, 1977

One of the specific objectives of this project is an analysis of the Florida Curriculum Delivery System Model and its components to determine instructional performance objectives and to develop a criterion-referenced measure to assess individual mastery of those objectives. Other objectives will include (1) a review, selection, and adaptation of existing instructional materials; (2) development of new materials; (3) evaluation and revision of adapted and developed materials; (4) development of an instructor's manual; and (5) final production of a validated learning system for use in inservice and preservice training programs.

The Development, Field Testing and Evaluation of Individualized Instruction Programs in Selected Vocational Occupations.
Clark, Russell
Georgia State Dept. of Education, Atlanta. Div. of Vocational Education.
498AH60082
OEG-00-76-03811
July 1, 1976—December 31, 1977

The objectives of this project are to develop, field test, and evaluate an individualized instructional system for each of several vocational education

program areas. Procedures will include designing and revising individualized instruction for secondary agriculture, graphic arts, auto body repair, and electronics programs and postsecondary data processing, graphic arts, and entrepreneurship programs. The secondary data processing program will be adapted to a form of computer assisted instruction suitable for use as a pattern for other programs.

Research in Individualized Vocational Education Programs for Small, Isolated, Rural Schools.
Omura, George Y.
Hawaii Research Center for Future Study, Honolulu.
498AH60084
OEG-00-76-03812
September 1, 1976—August 31, 1977

Individualized instructional materials, designed for use in small, rural, isolated secondary schools, will be developed for one occupational area in order to provide a model for modules in other occupational areas. The instructional materials will be developed as modularized learning units which will provide the learner with job skills for a specific occupation within a job cluster, and will be designed so that classroom teachers without specific training in vocational education will be able to implement the learning activities.

An Individualized Model for a Differentiated Secretarial Single Skills Lab.
Gualdoni, Jack
Elgin Community Coll., Ill.
498AH60151
OEG-00-76-03813
July 1, 1976—October 1, 1977

The purposes of this project are to develop and evaluate twenty-five single skill secretarial individualized modules of competency-based performance which will prepare students to enter the world of work, upgrade their current job skills, or regain skills previously acquired. Learning packages will be assembled emphasizing multimedia activities. Student progress will be evaluated by using diagnostic tests developed relating to single skills. Summative assessment will involve final testing of the treatment and control groups and collection of information from students, staff, and employers.

Assessment of an Individual's Job Related Skills and Knowledges.
Hornback, Edgar E.
Indiana State Board of Vocational and Technical Education, Indianapolis.
498AH60238
OEG-00-76-03815
July 1, 1976—December 31, 1977

The project will participate with the Vocational-Technical Education Consortium of States (V-TECS) to acquire methodologies and technical services to research domains including validating tasks performed on the job, writing performance objectives, and writing criterion-referenced measures. Also provided will be in-service education for vocational teacher educators and administrators, and development and field testing of methodologies and materials for individualized assessment of student achievement. Twelve individualized assessment packages will be disseminated to vocational educators.

Development and Field Testing of Individualized and Modularized Instructional Materials for Vocational Education.
Carpenter, Bruce
Kentucky State Bureau of Vocational Education, Frankfort.
498AH60258
OEG-00-76-03816
July 1, 1976—December 31, 1977

This project is designed to develop and field test approximately 300 modules for five competency-based programs to accompany catalogs of objectives and criterion-referenced measures in selected occupational areas. An analysis of present curriculum needs will be conducted. Two field test sites will be selected for each program and modules will be revised based on field test input. Inservice education activities will be conducted for all field test teachers.

A Project to Develop Performance-Based Instruction Through Task Analysis and In-Service Programs.
Boyer, Harry J.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
498AH60026
OEG-00-76-03605
July 1, 1976—December 31, 1977

This project will (1) design a system of choosing a catalog for development based on labor market analysis, student interest, and state and consortium priorities; (2) develop a comprehensive inservice education program in the use of catalogs and a model for dissemination of catalogs within the state; and (3) develop learning activities in each instructional area under development. As the project is initiated, the model will provide the structure for the occupational analysis for the occupational clusters selected for inclusion in the project.

Individualized Modularized Vocational Education Incorporating Multiple Learning Strategies.
Danford, Jan

Ingham Intermediate School District, Mason, Mich.
498AH60038
OEG-00-76-03808
July 1, 1976—December 31, 1977

This project will develop learning strategies which will enable educable mentally impaired, visually impaired, nonreading, and regular vocational education students to achieve specified objectives. Modules will be written without sex bias, and environmental modification needed for physically handicapped students will be identified. Modules and the instructional management system will be field tested and evaluated. Vocational tasks will be analyzed to determine appropriate coding and communication methods.

Alternative Approaches to Individualization in Vocational Education.
Faust, John R.
Keene State Coll., N.H.
498AH60041
OEG-00-76-03809
July 1, 1976—December 31, 1977

To test five selected individualized instructional programs, this project will compare the number, variety of students served, and quality of these programs with existing similar traditional group instruction programs. Organizational, program, and teacher characteristics within each of these individualized programs will be identified; this information will be disseminated to all secondary and postsecondary vocational education programs. A comparison matrix will be developed, and interpreted results will be disseminated to all area vocational facilities.

Cooperative Research and Development of Curriculum in Applied Vocational English and Math.
Lulos, George S., Jr.
Glassboro State Coll., N.J.
498AH60229
OEG-00-76-03927
July 1, 1976—December 31, 1977

To present communication and computation skills in a manner that will keep the interest of vocational students, the project will develop applied English and math instructional modules in cassette/slide packages for individualization; pilot test, revise, and field test the material in several schools; and develop correlated inservice programs in support of implementation of the materials. The materials will be designed and produced by teams of Glassboro State College faculty and Vineland Public School teachers.

Instructional Support System for Occupational Education (ISSOE).
Cardish, Edna C.
New York State Education Dept., Albany. Office of Occupational and Continuing Education.
498AH60057
OEG-00-76-03981
July 1, 1976—December 31, 1977

An established model will be used to develop a modularized, performance-based occupational education curriculum in this project. Validation will be accomplished by representatives of education, the job market, and other data sources. Modularized curriculum tools will be applied to individualized student needs. Additional teachers will be given training which will result in production of at least two new curriculum products in foods and building industry trades.

Individualization and Modularization of Office Occupations and Trades and Industry Materials.
Jensen, Arthur K.
Clemson Univ., S.C. Vocational Education Media Center.
498AH60051
OEG-00-76-03810
July 1, 1976—December 31, 1977

This project will implement competency-based education in the areas of bookkeeping, bank telling, automotive mechanics, and carpentry using criterion-referenced measures identified from Vocational-Technical Education Consortium of States (V-TECS) catalogs. The objectives include (1) conducting an exhaustive search for multimedia individualized instructional materials and models for training and retraining teachers in the implementation and management of such materials; (2) evaluating, selecting, modifying, or designing and developing materials and models; and (3) training participating personnel in implementing, effectively utilizing, and managing the system.

Modularizing Instructional Materials Using Applications of Technical Concepts.
Hull, Daniel M.
Technical Education Research Center, Waco, Tex.
498AH60153
OEG-00-76-03926
July 1, 1976—December 31, 1977

The purpose of this project is to identify, develop, field test, and disseminate a series of short modules which illustrate application of the Unified Physics Concepts. The module will enable students to relate and apply fundamental concepts of physics to practical problems encountered by technicians. The modules will be produced and field tested by teams organized by Technical Education Research Center-Southwest. The teams will be composed of faculty, employer organizations, and technical specialists and will be located throughout the country.

Development of Learning Modules for Machine Shop Occupations.
Randall, Kent
Weber State Coll., Ogden, Utah
498AH60276
OEG-00-76-03817
September 1, 1976—May 31, 1977

Phase III of this project will complete the final third (seventy to seventy-five) of the machine shop skill individualized learning modules and complete the individualization of the program in the machine shop occupational cluster. Validation of all the machine shop individualized instructional units developed in Phase I and Phase II will also be completed. A teacher's guide will be developed to identify which modules are necessary for each machine tool career code in the occupational cluster, the recommended sequence for teaching, and the psychomotor level of development for each skill task.

PRIORITY: SPECIAL NEEDS POPULATIONS

Overcoming Barriers to Mainstreaming: A Problem-Solving Approach.
Kahl, Peter R.
American Institutes for Research, Palo Alto, Calif.
498AH60293
OEG-00-76-04705
August 1, 1976—January 31, 1978

The purpose of this project is to provide useful information to vocational educators seeking to mainstream handicapped students. Specific objectives are to (1) assess the barriers to mainstreaming and identify ways to prevent or overcome them; (2) prepare a guidebook to assist vocational educators in identifying and overcoming these barriers; (3) disseminate the guidebook to vocational educators through commercial publication, the Educational Resources Information Center (ERIC), and professional meetings; and (4) prepare the final report as a valuable guide to research and development planning.

Teaching Job Survival Skills to Youthful Offenders: A Needs-Assessment and Curriculum Development Project.
Wiederanders, Mark
California Youth Authority, Sacramento.
498AH60332
OEG-00-76-04319
July 1, 1976—December 31, 1977

This project will (1) identify, using a sampling technique, real-life problems relating to job survival experienced by youth on parole, and deficiencies among incarcerated youth which will likely result in similar problems on parole; (2) develop and implement a modularized job survival skills curriculum to address these deficiencies and problems; and (3) assess the effectiveness of the curriculum. Instruments to reveal needs in the area of job survival skills will be developed and administered to 100 incarcerated youthful offenders and 100 offenders on parole.

Multivariate Analysis of the Bilingual Vocational Education Program.
Landis, Jeanne T.
Los Angeles Harbor Coll., Wilmington, Calif.
498AH60283
OEG-00-76-04051
July 1, 1976—June 30, 1977

This project will provide validated, quantified information for implementing a cost-effective comprehensive program of instruction and services tailored to the particular educational needs of the multilingual communities as they exist. Students from Samoan, Spanish, and Tagalog-speaking communities will be recruited, provided career planning, and enrolled in an integrated bilingual vocational skill development program. Program components will include career counseling, a bilingual vocational skill course, and cooperative education courses.

Career Aspiration and Self-Congruence in the Education of Puerto Rican Youth.
Cohen, James S.
Area Cooperative Educational Services, New Haven, Conn.
498AH60056
OEG-00-76-04313
July 1, 1976—August 31, 1977

This project will provide relevant, practical information regarding the education of Puerto Rican youth in the Hartford school system. Approximately 9,500 children will be directly affected. Activities will include (1) assessing the needs of Puerto Rican youth in relation to career aspirations and self-congruence; (2) developing a pilot career awareness and orientation curriculum for use in bilingual schoolrooms; and (3) implementing the pilot curriculum and evaluating its effect on student progress.

Research and Development of Instructional Booklets for Vocational Educators for Mainstreaming the Handicapped.
Fowler, Robert E.
Florida Univ., Gainsville. Coll. of Education.
498AH60166
OEG-00-76-04050
July 1, 1976—December 31, 1977

This project will research and develop self-instructional materials for changing the attitudes and

procedures of educators and administrators regarding integrating handicapped students into vocational education programs. A state needs assessment will be conducted concerning mainstreaming of the handicapped by analyzing previous vocational education workshops, interviewing vocational educators, and reviewing and establishing a state steering committee. Five booklets will be drafted, field tested, and printed for dissemination.

Vocational Rehabilitation of the Hearing Impaired Mentally Retarded (HIMR).
Anderson, Ronald
Dixon Developmental Center, Ill.
498AH60053
OEG-00-76-04434
October 1, 1976—September 30, 1977

This research project will produce a validated assessment tool, the Rehabilitative Skill Inventory (RSI), designed specifically for the Hearing Impaired Mentally Retarded (HIMR). Specifically, the RSI, directed toward the vocational behavior of the HIMR and already in informal use, (1) will be formalized and provided with written instructions for administration; (2) will be administered to an institutionalized group and a community-based group of HIMR; and (3) scores will be compared to performance on measures of intellectual ability, adaptive behavior, and vocational competency.

Development of a System for Identification and Assessment of Special Needs Learners.
Evans, Rupert N.
Illinois Univ., Urbana. Bureau of Educational Research.
498AH60062
OEG-00-76-04835
August 15, 1976—February 14, 1978

This project will develop practical procedures, guidelines, and materials to assist personnel in local education agencies in improving methods of identification and educational assessment of students with special needs. Specific objectives are to (1) generate functional criteria for identification of special needs learners in occupational education programs; (2) formalize a conceptual model for identification and assessment of mainstreamed special needs learners; (3) develop and field test a system for identification, assessment, instructional prescription, and evaluation; and (4) formulate a dissemination plan.

A Research and Development Project to Analyze Existing Barriers, Forecast Potential Problem Areas, and Prescribe Professional Development Solutions to Mainstreaming Handicapped Students into Vocational Education Programs.
Nystrom, Dennis C.
Louisville Univ., Ky. School of Education.
498AH60017
OEG-00-76-04048
July 1, 1976—December 31, 1977

This project will provide information for program planners who are mainstreaming handicapped students into regular vocational education programs. Procedures will include (1) determining the status of existing Region IV handicapped and mainstreaming programs in vocational and special education; (2) forecasting problem areas in mainstreaming handicapped students into regular vocational programs using Delphi technique and computer analysis; and (3) developing a transportable model for use by Kentucky and other states interested in implementing mainstreaming procedures.

Bilingual Bicultural Instructional Resources for Vocational Education/Training in Human Services.
Beaudonin, Michael F.
Maine Univ., Orono. Bangor Community Coll.
498AH60328
OEG-00-76-04052
July 1, 1976—June 30, 1977

To improve educational and employment opportunities for Maines' adult French-American population, this project will research and develop bilingual and bicultural instructional resources for human service vocations by (1) designing bilingual and bicultural instructional aids for use in adult education and training programs in human services; (2) organizing and implementing a statewide system for the dissemination of these bilingual materials and resource people; and (3) serving as a model for the replication of bilingual procedures and materials in other geographic areas and within other vocational education programs.

Bilingual Metric Education Modules for Postsecondary and Adult Vocational Education.
Ellis, Mary L.
Ellis Associates, Inc., College Park, Md.
498AH60228
OEG-00-76-04318
July 1, 1976—October 31, 1977

The primary project objective is to ensure that vocational education students with limited English speaking ability are equipped with the same baseline understanding of metric measurement applications in employment and in consumer and domestic activity as their English-speaking peers. The secondary objective is language development and reinforcement. Two sets of modules (business and office education, trade and industrial education) will be developed. The metric core will be applicable to all postsecondary and adult level vocational education areas.

Development of a Plan to Provide Vocational Education Services to Youth under the Custody of the Massachusetts Department of Youth Services.
Nuttall, Ronald L.
Boston Coll., Chestnut Hill, Mass. Lab. for Statistical and Policy Research.
498AH60224
OEG-00-76-04353
July 1, 1976—March 30, 1977

The project will assess vocational education services currently available to youth under custody of the Massachusetts Department of Youth Services (DYS), and will develop a plan for providing such services via pilot vocational programs. Phase I will involve data collection and analysis using relevant documents, interviews, and a mailed questionnaire. Phase II will involve development of recommendations and proposals for pilot vocational education programs for DYS clients.

Development and Testing of Criteria for the Identification and Selection of Mentally Handicapped Students for Vocational Programs.
Shill, James F.
Mississippi State Univ., Mississippi State.
498AH60118
OEG-00-76-04315
July 1, 1976—December 31, 1977

The project will develop identification and selection criteria for use in enrolling students in special vocational programs or in allowing students to be mainstreamed into regular vocational programs. Procedures will include: (1) cataloging, reviewing and analyzing components of relevant systems and studies; (2) determining feasibility of special vocational programs for the mentally handicapped; and (3) developing an identification and selection criteria for mentally handicapped students entering special, state-sponsored vocational programs.

A Project to Design and Develop a Comprehensive Master Plan for Vocational Education in the Correctional Institutions of Missouri.
Pershing, James A.
Missouri Univ., Columbia. Coll. of Education.
498AH60074
OEG-00-76-04703
September 1, 1976—February 28, 1978

This project will formulate a master plan for developing and implementing a comprehensive vocational education delivery system for persons in correctional settings in the state. In Phase I, vocational needs of the inmate population will be ascertained, effectiveness of alternative delivery systems evaluated, and applicability of alternative delivery systems explored. In Phase II, the planning committee will develop a philosophy, goals, and objectives for the Division of Correction's vocational education delivery system. Phase III will involve developing a master implementation plan.

Vocational and Bilingual Education Curriculum Development: A Cooperative Effort.
Todd, Ronald D.
New York Univ., N.Y. Dept. of Technology and Industrial Education.
498AH60180
OEG-00-76-04316
September 1, 1976—February 28, 1978

This project will (1) develop vocational curriculum materials for use with students of limited English-speaking ability (specifically, Hispanic and Haitian) by modifying existing curriculum materials; (2) document the process used in order to generate a model for subsequent efforts; and (3) design, produce, and disseminate a Modular Procedural Guide that provides specific steps, possible formats, examples, criteria, and decision-making processes for use by bilingual and vocational curriculum specialists in generating needed bilingual vocational curriculum materials.

Mainstreaming the Handicapped in Preparatory Occupational Education Programs in North Carolina.
Hughes, James H.
System Sciences, Inc., Chapel Hill, N.C.
498AH60193
OEC-300-76-0375
July 1, 1976--December 31, 1977

This study will (1) identify needs and barriers to mainstreaming as expressed by occupational educational personnel occupying key roles in its implementation; (2) investigate relationships between attitudes, identified needs, and barriers to mainstreaming, and occupational program area and school size and location; and (3) make recommendations for overcoming barriers to mainstreaming. The Delphi technique and attitude inventories will be used.

Vocational Education in Correctional Institutions: State-of-the-Art Assessment of Programs in Region IV.
Rice, Eric
System Sciences, Inc., Chapel Hill, N.C.
498AH60194
OEC-300-76-0376
July 1, 1976—September 30, 1977

This project will (1) produce a major data and knowledge base of information about vocational education in correctional institutions; (2) define, describe, and quantify characteristics of vocational education provided in Region IV public correctional institutions; (3) delineate issues requiring resolution in order

to more adequately serve the target population; (4) describe and characterize typical organizational arrangements for such programs in Southeastern correctional institutions; (5) illustrate innovative institutional techniques having transportability potential; and (6) make general recommendations regarding improvement of vocational education in correctional institutions.

Vocational Education and Corrections: An Assessment of Opportunities and Needs.
Drewes, Donald W.
CONSERVA, Inc., Raleigh, N.C.
498AH60088
OEC-300-76-0374
July 1, 1976—June 30, 1977

This project will design a procedure and accompanying instruments for assessing correctional vocational education needs and field test the procedure in the North Carolina Department of Correction. In addition, recommendations regarding improvements in vocational education programming in the North Carolina Department of Correction will be made. Congruency between assessed inmate educational and employment needs and available educational and employment opportunities will be analyzed.

A National Study of Vocational Education in Corrections.
Whitson, Charles
Ohio State Univ., Columbus. Center for Vocational Education.
498AH60220
OEG-00-76-04417
July 1, 1976—December 31, 1977

This project will (1) describe the state-of-the-art of vocational education in corrections as reflected in current literature; (2) identify and synthesize a set of standards by which vocational education programs, operations, and outcomes may be evaluated; (3) survey nationally all vocational education programs in corrections; (4) conduct an in-depth study of selected programs with particular emphasis on how well the programs meet the developed standards; and (5) prepare a list of recommendations that are in concert with identified needs, problems, and issues.

A Study of Vocational Education in Ohio Correctional Institutions.
Abram, Robert E.
Ohio State Univ., Columbus. Center for Vocational Education.
498AH60217
OEG-00-76-04317
July 1, 1976—December 31, 1977

A follow-up and planning study will be conducted to (1) obtain evaluative data on program operations in six Ohio correctional institutions; (2) compare institutional programs with existing standards for vocational education; (3) determine the use of vocational training by former students who have returned to the community; and (4) develop recommendations which will bring about improved education for students. An assessment of current programming will be conducted at two adult and four youth institutions.

Correctional Vocational Education Research.
Martin, Michael
Chemeketa Community Coll., Salem, Oreg.
498AH60152
OEG-00-76-04049
July 1, 1976—June 30, 1977

This project will evaluate existing vocational education programs offered within correctional settings. The project design includes career guidance and counseling, skill training, extension of training into the community, and a quasi-experimental research design. The project is aimed at specific needs of the inmates at Oregon State Penitentiary and Oregon State Correctional Institution.

Labor Market Effects of Occupational Education Programs for the Physically Handicapped.
Kaufman, Jacob J.
Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.
498AH60049
OEG-00-76-04310
July 1, 1976—December 31, 1977

The education, training, and eventual placement of physically handicapped students in the secondary schools is the concern of this project. Occupational programs for this group of students will be examined in those schools to develop information on measures of availability and utilization of secondary school occupational programs and the costs of alternative programs and their effectiveness in terms of the labor market experiences of program graduates.

The Quality and Results of Vocational Education in Correctional Institutions.
Kaufman, Jacob J.
Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.
498AH60052
OEG-00-76-04311
July 1, 1976—December 31, 1977

This project will contribute to a better utilization of educational resources in the correctional setting

by determining the key variables which could lead to success. The project will evaluate the quality of the vocational program; the level of skill attainment that individuals possess when leaving the program; and the educational climate of the institution. In addition, the study will measure the success of the program after the students leave the correctional institution. Five to ten correctional institutions will be used and personal interviews with 200 former residents will be conducted.

A Home-Language Free Adult Pre-Vocational and Audio-Visual Course in English-as-a-Second Language.
Smith, Philip D., Jr.
West Chester State Coll., Pa. Center for Language Research and Services.
498AH60040
OEG-00-76-04312
July 1, 1976—June 30, 1977

A production-ready, basic prevocational course in English as a second language will be developed, tested, and revised in this project. An audio-visual approach which can be utilized by persons speaking any language will be used. Also developed will be self-instructional instructor training materials which will permit teaching success by mono lingual, English-speaking lay teachers.

A Study of the Acquisition of Vocational Concepts by Bilingual Students in Vocational Education Programs.
Clark, Donald L.
Texas A and M Univ., College Station. Coll. of Education.
498AH60124
OEG-00-76-04053
July 1, 1976—December 31, 1977

The goal of this research effort is to determine the effect of Spanish-English bilingualism on the acquisition, retention, and transfer of vocational concepts for Spanish-speaking students, including those with special learning needs who are enrolled in vocational education programs. Variables influencing the attainment of vocational concepts by bilingual students will be examined under carefully controlled experimental conditions. Correlation studies will be made between selected student variables and concept attainment, retention, and transfer.

Developing Program Models and Prototype Training Materials to Meet Occupational Training Needs of Adult Women Offenders from a Correctional Institution.
Looney, Era F.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
498AH60107
OEG-00-76-04314
July 1, 1976—December 31, 1977

This project will develop model curricula for vocational training programs along with prototype instructional materials for use in developing and upgrading occupational skills in adult women offenders from a correctional institution. Materials in at least five key curriculum areas where no appropriate resources exist will be field tested, evaluated, and revised. A written questionnaire will be administered to determine the nonstereotyped occupational skill training needs of these women and will be followed by brief personal interviews with selected offenders.

The Development, Assessment and Dissemination of an Administrative Policy Manual for the Vocational Education of the Handicapped.
Abeson, Alan
Council for Exceptional Children, Reston, Va. State and Local Governmental Relations.
498AH60234
OEG-00-76-04704
September 1, 1976—February 28, 1978

The purpose of this national policy research project is to develop, assess, and disseminate an administrative policy manual for local education agencies. The manual will deal with providing appropriate vocational education services to all handicapped children. Procedures will include development of a decision point check list and a questionnaire for assessing policy effectiveness in previously identified varied successful vocational education programs for handicapped children, conduct of regional conferences for evaluating a draft of the manual, and implementation of a dissemination plan.

Program Evaluation and Planning: Evaluating Current Vocational Programs and Identifying Handicapped Students and Their Vocational Needs for 1977-1982.
Tindall, Lloyd W.
Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
498AH60184
OEG-00-76-04416
July 1, 1976—December 31, 1977

This project will formulate goals and procedures for analyzing, revising, and developing vocational education programs for the handicapped in Wisconsin's sixteen VTAE districts during 1977-1982. The project staff will develop instruments to determine the number of handicapped students (ages fourteen to twenty) in each of Wisconsin's sixteen VTAE districts; cognitive, physical, and emotional characteristics of the handicapped in this age group; successful techniques used in fifty VTAE programs; and barriers to enrollment in and completion of VTAE courses.

PRIORITY: SPECIAL PROJECTS OF NATIONAL SIGNIFICANCE

Project Baseline: A National Study of Vocational Education.
Lee, Arthur M.
Northern Arizona Univ., Flagstaff.
498AH60355
OEC-0-72-0414
April 1, 1976–March 31, 1977

Project Baseline objectives include (1) presenting for the fifth year a comprehensive report and analysis of vocational education in all fifty states, District of Columbia, and Puerto Rico; (2) extending the data base; (3) comparing and measuring vocational education from FY 71 - FY 75 and identifying and measuring changes over an additional one-year period; (4) interpreting the data reported in light of current needs; and (5) making recommendations for improvement and strengthening of vocational education.

A National Study of State and Outlying Area Statutes Influencing Vocational Education that Possibly Prevent Public Schools from Using Private Training Resources.
Baratz, Joan C.
Educational Testing Service, Washington, D.C. Education Policy Research Institute.
498AH60365
OEC-300-76-0393
July 1, 1976–June 30, 1977

This project proposes to (1) identify federal and state statutes, administrative procedures, and attitudinal barriers that limit the use of private training resources; (2) disseminate the results of the study through a series of five regional conferences for use in development of plans to remove such obstacles; and (3) seek out successful examples of flexible arrangements for use by state and local education agencies in increasing flexibility in vocational education delivery systems.

A Study of Exemplary Cooperation Between Institutions Providing Postsecondary Non-Baccalaureate Occupational Education.
Bushnell, David S.
American Association of Community and Junior Colleges, Washington, D.C.
498AH60375
OEC-300-76-0438
September 15, 1976–April 14, 1977

To foster cooperative relations between community colleges and area vocational schools, this project seeks to (1) identify policies and procedures that facilitate cooperation; (2) formulate recommendations to change policies that impede cooperation; (3) disseminate the findings and recommendations through the use of five regional workshops, a national assembly, and a publication; and (4) establish a mechanism to continue cooperation between the American Association of Community and Junior Colleges and the American Vocational Association.

Business and Management Education Program for Minority Women.
King, Lourdes Miranda
L. Miranda and Associates, Washington, D.C.
498AH60379
OEC-300-75-0236
July 1, 1975–October 1, 1976

This project continuation will prepare a final report. The project objectives were to (1) equip potential women business owners and managers with information and techniques in the fundamental management skills necessary to function competently in a business ownership; (2) stimulate interest in business and management careers; and (3) enable participants to examine their vocational and career potential. This project assessed the needs of Hispanic women; and designed, field tested, and evaluated training programs in business and management.

Development of School-to-Work Job Placement Curriculum.
Tangman, Ruth
National Advisory Council on Vocational Education, Washington, D.C.
Interagency Transfer of Funds
July 1, 1975–March 31, 1976

The purpose of this project, originally begun in FY 1972, is to test the feasibility of providing school-based placement services on a widespread basis as a follow-through from previous Council deliberations with OE and OEO. This project involves the third of the project's three phases and includes disseminating the research and developed materials (Phases I and II) under an agreement with the National Association for Industry-Education Cooperation. Materials will be given to the state departments of education to initiate training programs for placement specialists.

Dimensions of Women's Employment in Non-traditional Occupations.
Semick, Georgette
Koba Associates, Inc., Washington, D.C.
498AH60367
OEC-300-76-0098
April 19, 1976–November 18, 1976

As part of its continuing effort to provide up-to-date information and resource materials on the changing status of women in the world of work, an annotated

bibliography of literature about women in nontraditional occupations will be prepared. The objectives of this document are to (1) focus on the successes and failures of individual women as they attempt to enter male dominated occupations; (2) compile literature related to women in the labor force including sex stereotyping, discrimination, and employment projections; and (3) identify the literature on potential occupations for women which are currently male dominated.

Institute for Minority Business Education.
Van Hook, Warren K.
Howard Univ., Washington, D.C. School of Business and Public Administration.
498AH60374
OEC-300-74-0676
September 1, 1976—August 31, 1977

The purpose of this program is to design, develop, and implement delivery of training services to improve the management skills of minority business owners, managers, and selected consulting organizations. Specific objectives are to determine the feasibility and practical value of the unique Assessment Center Methods in training minority managers; apply diagnostic techniques in developing effective education and training programs; and establish an exemplary training model for widespread replication to expand and improve the management skills of minority managers across the nation.

Monitorship of Project Baseline.
Tangman, Ruth
National Advisory Council on Vocational Education, Washington, D.C.
Interagency Transfer of Funds
July 1, 1975—June 30, 1976

The objectives of the monitorship of Project Baseline are to advise and consult with the project director in implementation of the project, and ascertain that it is fulfilling its contracted objectives and meeting its schedule. Project Baseline will submit reports, budget, and monthly schedules to the Council for approval. Any requests for change in procedure, budget, or scheduling will be reviewed by the Council.

Public Vocational Education Information Assistance at the State Level.
Tarleton, Gail
National Advisory Council on Vocational Education, Washington, D.C.
Interagency Transfer of Funds
July 1, 1975—June 30, 1976

This project is a continuation of a program originally begun in 1970 to develop public awareness of various aspects of vocational education through the use of local television and radio scripts, local communication centers, and billboard displays. Based on local interests and demands, films for television and radio public service announcements will be produced in cooperation with local people from selected cities or geographical areas.

Training Materials on Eliminating Sex Role Stereotyping in Vocational Education.
McCune, Shirley
National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
498AH60373
OEC-300-76-0426
October 1, 1976—September 30, 1977

The purpose of this project is to develop, field test, produce, and disseminate materials which can assist in eliminating sex-role stereotyping and sex discrimination in local vocational education programs and institutions. The materials will be designed to provide vocational education personnel with increased awareness of and increased capability to identify sex-role stereotyping and sex discrimination in their policies, practices, and programs; and increased capability to design, deliver, and evaluate quality, non-stereotyped vocational education programs.

A Model for Determining the Added Cost of Vocational Education.
Alexander, Kern
Florida Univ., Gainsville. Inst. for Educational Finance.
498AH60356
OEC-300-76-0410
August 15, 1976—August 14, 1977

To enable a more careful review of vocational and technical program costs in the local school districts, state education agencies, and the U.S. Office of Education, this project proposes to (1) develop a model for calculating the excess costs of vocational and technical education courses and programs offered at public, secondary, and postsecondary institutions; (2) field test the model in school districts and post-secondary schools; and (3) prepare a user's manual which instructs the reader as to how to apply the model in determining and comparing the excess costs element to basic program costs.

Minority Business Ownership and Management: A Pilot Education and Training Program for Persons in Georgia Correctional Institutions.
Gibson, Larry
Southern Rural Action, Inc., Atlanta, Ga.
498AH60377
OEG-300-76-0461
October 1, 1976—September 30, 1977

The purpose of this project is to aid the rehabilitation process of selected minority persons in Georgia correctional institutions by providing them with vocational education and training, motivation, and other assistance essential to business ownership and management. Some procedures included in the project are designing curriculum materials, instructional plans, and related procedures and materials; and developing and operating a plan for creating business development opportunities for trainees.

Survey to Update Definitions of Vocational Education Programs for Revising the Document *Vocational Education and Occupations*.
Dunham, Daniel B.
Maryland State Dept. of Education, Baltimore.
498AH60380
OEC-300-76-0468
September 26, 1976–June 26, 1977

The purpose of this project is to redefine the narrative descriptions of the vocational instructional program codes provided in the publication *Vocational Education and Occupations* as they relate to the *Dictionary of Occupational Titles* codes. Procedures include (1) distributing pertinent sections of *Vocational Education Occupations* codes, titles, and definitions to selected states or local experts to research local program areas and recommend revisions; and (2) screening research and drafting revised instructional program definitions.

The Development of Sample Designs for the Follow-Up of Vocational Education Graduates.
Hodes, Lance
Westat Research, Inc., Rockville, Md.
498AH60413
OEC-300-76-0431
October 1, 1976–September 30, 1977

This project proposes to (1) develop sample designs for each state and outlying area which would allow them to survey the vocational graduates and students who have completed vocational programs to collect statistically valid data for program and policy needs; (2) develop sampling procedures to select the population to be surveyed; and (3) provide a package of follow-up instruments to be used in data collection. These designs and procedures will provide a basis for determining the quality of vocational programs.

National Information System for Occupational and Adult Education.
Svore, Jerome
Environmental Protection Agency, Kansas City, Mo.
Interagency Transfer of Funds A0076028
May 1, 1976–September 30, 1977

This project will develop an operational, prototype National Information System for Occupational and Adult Education (NISOAE). The prototype will provide a hands-on experience for vocational education policymakers in America, from which to specify an operational NISOAE which simultaneously meets most of the information requirements for national planning and serves as a model for state planning. Workshops will be conducted for the policymakers.

Process Assessment of MERC.
Davis, Jack
Sierra Research/Planning Associates, Reno, Nev.
498AH60378
OEC-300-76-0465
September 30, 1976–December 31, 1976

This project will assess the State Management Evaluation Reviews for Compliance (MERC) to determine the relative soundness and feasibility of continuing the program and to determine ways in which it can be improved. The project will also identify state costs in preparing for and participating in the MERC program. The procedure for conducting the assessment will involve personal interviews with sixty to seventy-five persons affected by MERC in five states.

Guidelines for Non-Sexist Vocational Education Materials.
Stefan, Ann
Women on Words and Images, Princeton, N.J.
498AH60376
OEC-300-76-0460
October 1, 1976–September 30, 1977

This project will develop and validate guidelines which ensure that vocational materials developed under the Bureau of Adult Education (BOAE) auspices are free of sex bias. The guidelines will (1) provide a guide for development of any materials resulting from BOAE contracts or grants for materials development; (2) provide a checklist for evaluating materials developed under BOAE contracts or grants; and (3) serve as a guide for examining existing vocational education curricula.

Minority Enterprise Program for the Fashion Industry.
Feldman, Marvin
Fashion Inst. of Tech., New York, N.Y.
498AH60354
OEC-300-76-0083
April 19, 1976–April 18, 1977

This project will demonstrate whether minorities can achieve successful entry into the fashion industry as business owners through an intensive management training program in specific areas of administration and operation of a fashion industry business firm.

Successful representatives from the fashion industry and the teaching staff of Fashion Institute of Technology will conduct seminars and one-to-one counseling sessions with students. Technical assistance, including use of showroom space and work space, will be provided.

A State Management Information System Needs Study and a National Needs Assessment of Career Guidance.
Findlay, Donald C.
Ohio State Univ., Columbus. Center for Vocational Education.
995AH50106
OEC-300-75-0363
July 1, 1975—February 28, 1977

The State MIS Needs Study will (1) assess the extent to which states with Part C funded projects have improved their MIS capabilities; (2) assess the status of MIS developments in those states compared with nonfunded states; (3) identify exemplary MIS systems or exemplary features of MIS in the states and constraints inhibiting the implementation and upgrading of MIS by states; and (4) produce recommendations for meeting state management information system needs. The Career Guidance Study will conduct a national needs assessment of career guidance, K-adult.

AIM/ARM: Abstracts of Instructional and Research Materials in Vocational and Technical Education.
Magisos, Joel H.
Ohio State Univ., Columbus. Center for Vocational Education.
498AH60028
OEC-300-75-0141
February 29, 1976—February 28, 1977

The purpose of the project is to achieve effective use of research reports, program descriptions, and instructional materials by educational researchers, developers, practitioners, and others who work to improve and extend vocational and technical education. The project's objectives are to prepare information about completed and ongoing research and curriculum development for AIM/ARM, a nationally distributed abstract publication; conduct searches and prepare interpretative papers for the sponsor; link to other elements of the national information network; and develop a report of projects funded by the Division of Research and Demonstration (USOE/BOAE).

Identifying and Validating Essential Competencies Needed for Entry and Advancement in Major Agriculture and Agribusiness Occupations.
McClay, David R.
Instructional Consulting and Research Associates, Inc., State College, Pa.
498AH60366
OEC-300-76-0096
May 17, 1976—November 16, 1977

This project provides a director to coordinate the completion of the work of agricultural education leaders in forty-five universities and colleges over the nation involved in the National Agriculture/Agribusiness Occupations Competency Study. Specific objectives of the study are to develop a listing of validated competencies for agricultural occupations in seven broad instructional areas: production, supplies and services, products, forestry, ornamental horticulture, mechanics, and resources.

Minority Business Ownership and Management: A Pilot Education and Training Program for Persons in South Carolina Correctional Institutions.
Montgomery, M. Lee
Spectrum, Inc., Columbia, S.C.
498AH60414
OEC-300-76-0432
September 30, 1976—September 30, 1977

This project will design an education and training program which will demonstrate that selected inmates in the South Carolina Department of Corrections can, with necessary knowledge and skills, pursue a career in small business ownership or management as a part of the rehabilitation process. The project will also demonstrate that Spectrum, with its consultants and subcontractors, has the skills to motivate and train incarcerated persons to pursue such careers.

Develop a Model to Recruit and Retrain Women Teachers to Teach in Male Intensive Occupational Programs.
Kane, Roslyn D.
Rj Associates, Inc., Arlington, Va.
498AH60364
OEC-300-76-0364
July 1, 1976—June 30, 1977

This project will develop a model for recruiting and retraining women teachers for male-intensive occupational programs. Procedures will include (1) development of a model to recruit and retrain women teachers and skilled women already in male-intensive occupations for secondary level male-intensive programs; (2) development of course outlines for such training programs in industrial arts and trade and industrial areas; and (3) identification of data on teacher supply and demand and analysis of certification and credentialing problems.

Career Awareness and Minority Business Enterprise and Management, High School Level.
Turpin, Robert A., Jr.

Charisma Enterprises, Ltd., Richmond, Va.
438AH60002
OEG-300-76-0085
April 5, 1976—April 4, 1977

This project will create an innovative curriculum to enhance the awareness and appreciation of business enterprises for students at the high school level in the Richmond Public Schools; introduce students to their own career options in the business world; introduce students to the primary forms of business ownership and basic management principles; and present successful business persons as role models to students.

Implementation of Experience-Based Career Education.
Pope, Wayne
Conecuh County Board of Education, Evergreen, Ala. Dept. of Career Education.
502AH60036
OEG-04-76-03000
September 28, 1976—September 27, 1979

Project objectives are to enable students to integrate career decision-making skills, basic skills, life skills, and job-related skills in such a way that they can make a vocational decision which will lead directly to college, vocational-technical school, or job entry. The program will be developed around the Northwest Regional Education Laboratory model and will be student-centered, using Experience-Based Career Education. A mobile classroom will serve as a learning center at each of four high schools and as headquarters for participating students from that school. The Appalachia Educational Laboratory will conduct a third-party project evaluation.

Occupational Cluster/Experience Project.
Gilman, J. M.
Cordova Public Schools, Alaska.
502AH60088
OEG-10-76-00075
September 13, 1976—September 12, 1979

The effectiveness of the existing Cordova Junior High School program will be increased through expansion of curriculum flexibility which will permit the focus of educational experiences on a wide variety of careers, integration of academic experiences and onsite career exploration, and change in the role of community employers from supervisor/employers to learning guides or teachers. The Northwest Regional Laboratory's Experience-Based Career Education materials and techniques will be used to incorporate a cluster approach at the seventh- and eighth-grade levels.

The Tucson Experience-Based Career Education Program.
Lee, Thomas L.
Tucson High School District One, Ariz.
502AH60104
OEG-09-76-00178
October 1, 1976—September 30, 1979

Further development, expansion, and dissemination of the District's career education program through operation of a career development center is the purpose of the project. The center will allow direct involvement for 300 juniors and seniors and serve as a demonstration program for the district's nine high schools. Objectives are to improve students' attitudes, skills, and knowledge in various career areas. Aspects of the Experience-based Career Education model will be integrated into the cluster-based curriculum.

A Team Approach to Develop and Implement an In-School Cluster Structure Designed for Occupational Exploration and Initial Job Preparation.
Dasher, James
Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
502AH60094
OEG-61-76-00966
September 21, 1976—September 30, 1979

High school students will be given the opportunity for occupational exploration and initial job preparation at a variety of community sites. There will be further development and demonstration of the strategies, methods, and techniques of Experience-Based Career Education (EBCE) in coordination with an inschool occupational cluster design. The State Education Agency will cooperate with a state post-secondary vocational-technical school and three local education agencies to implement an EBCE program in three school districts.

Career Ladder Infusion Model Building. (Continuing Project)
Tholl, Robert
Garden Grove Unified School District, Calif. Office of Career and Continuing Education.
502A950002
OEG-391-75-0038
June 30, 1975—June 30, 1978

Increasing students' awareness of the various stages of career development, enabling them to see themselves in relationship to career development, and increasing competency in the basic skills through performance-based curriculum are the objectives of the project. A model will be developed for infusing career education concepts and skills into the existing curriculum for students in grades 10, 11, and 12 in Pacific High School.

Exemplary Career Education Program. (Continuing Project)
Harb, Easa
Grossmont Union High School District, La Mesa, Calif.

502A950014
OEG-391-75-0039
June 30, 1975—June 30, 1978

By providing counseling and articulation, the present vocational education program (including training for health occupations, diesel mechanics, aviation, business, and other fields) will be improved. Vocational counseling programs will be implemented for students enrolled in the District's 10 high schools, occupational training center, and other specialized training facilities. Articulation will be developed among the program, feeder schools, and the area community college.

Operational Model for Career Development and Vocational Preparation. (Continuing Project)
Upton, Anne
California State Dept. of Education, Sacramento.
502A950015
OEG-391-75-0089
June 30, 1975—June 30, 1978

Field-tested transportable models of career development/vocational preparation programs with strong, competency-based staff development and evaluation components will be made available to all California school districts as a result of this project. The project aims to raise students' occupational aspirations and opportunities, and to bridge the gap between school and the world of work. A Vocational Education Support Unit, Career Education Task Force, and Pupil Personnel Services Unit and two school districts will establish and operate a consortium designed to develop two demonstration sites for model career education programs.

Colorado Experience-Based Career Education Model (7-10).
Barnes, Bill
Colorado State Board of Community Colleges and Occupational Education, Denver.
502AH60067
OEG-08-76-00111
September 1, 1976—August 31, 1979

Based on the Experience-Based Career Education (EBCE) programs of the Northwest Regional Educational Laboratory and Research for Better Schools, an exploratory model will be pilot tested and field tested in each of four participating sites representative of the schools in Colorado. The components and strategies of the model will contain the necessary inservice programs, implementation plans, evaluation procedures, and other pertinent information for each strategy.

Demonstration of NIE's Experience-Based Career Education Program.
Dole, David
Portland Board of Education, Conn.
502AH60012
OEG-310-76-0051
September 17, 1976—September 16, 1979

The project will provide a bridge between career-oriented and academics-oriented educational activities, provide students with the personal attitudes and skills required to make effective career decisions; expand and focus student career aspirations; increase student motivation to learn and achieve; increase cooperation between the educational and manpower institutions; broaden occupational opportunities for youth; and provide expanded learning opportunities to students who are academically, socioeconomically, or otherwise handicapped.

Experience-Based Career Education (EBCE).
Thompson, Loren J.
Newark School District Board of Education, Del.
502AH60038
OEJ-03-76-00229
October 1, 1976—September 30, 1979

This project will provide an alternative program for high school students which will result in a higher level of knowledge and understanding of the relationship between their academic, career, and interpersonal skills and ultimate success in careers than that of young persons in a traditional program. The Experience-Based Career Education model developed by the Northwest Regional Educational Laboratory will be adapted and demonstrated. Approximately 60 students will be involved in the first year, 120 in the second year, and 180 in the third year.

An Experience-Based Career Education Program for Students in the Comprehensive High Schools.
Datcher, Ellen F.
District of Columbia Public Schools, Washington, D.C.
502AH60087
OEJ-03-76-00226
October 1, 1976—September 30, 1979

The program will implement a comprehensive, individualized alternate plan of full-time learning for high school students. The program will rely upon active participation of the community to provide direct, nonpaying learning experiences in real-life settings as preparation for future careers. The Experience-Based Career Education model will be adapted to meet the needs of the students. Key features will include enlisting competent adults from all sectors of the community as partners in the educational process, redefining the role of school staff and students in planning and carrying out individualized learning plans, and providing learning activities.

A Comprehensive Program of Vocational Education for Career Development: K-University. (Continuing Project)
Bert, C. Virginia
Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
F4-007-VW
OEG-4-74-5200
July 1, 1974—June 30, 1977

The program will develop a highly articulated K-University comprehensive educational program focused on career opportunities and requirements for job entrance and advancement. Career development experiences will serve as the vehicle for teaching basic academic skills to youth. A model system to provide career education for educable mentally retarded and adult migrant students will be developed by participating districts. Cooperative institutional and agency relationships will be designed to assist in the development of the articulated delivery system.

Demonstration of the National Institute of Education's Experience-Based Career Education.
Fritchley, Ronald L.
Pioneer Cooperative Educational Service Agency, Cleveland, Ga.
502AH60016
OEG-04-76-03001
September 9, 1976—September 8, 1979

The project will implement and domonstrate the Far West Laboratory Experience-Based Career Education model in such a way that students will show growth in the areas of basic skills, self-development, career awareness, decision-making, interpersonal skills, and problem solving. Pioneer Cooperative Education Service Agency will serve as fiscal agent and program manager to implement the program in the three Hall County high schools during the first year. Two high schools will be added the second year, and all high schools will be operating the third year.

Holomua Project.
Mizuba, Kiyoto
Hawaii State Dept. of Education, Honolulu. Hawaii Administrative District.
502AH60019
OEG-09-76-00182
September 1, 1976—August 31, 1979

An alternative educational program for 165 high school students will be implemented and demonstrated via this project. Students will gain an opportunity to better prepare and develop post-secondary school career plans through direct contacts with adults in real-work situations located in the community. Cooperating employers will provide career stations to enable students to explore and experience various occupations. Basic academic skills and individually prescribed instruction will also be stressed.

Experience-Based Career Education Implementation and Demonstration Project.
Matthews, Paul
Pocatello School District 25, Idaho.
502AH60060
OEG-10-76-00076
September 16, 1976—September 15, 1979

The project is designed to provide young people in the District's schools with a full-time alternative educational program in which student participants will be awarded credit toward high-school graduation requirements. The Experience-Based Career Education model, developed in Tigard, Oregon by Northwest Educational Laboratory, will be adapted to the need of the school district and community. Components will include use of the Learning Plan Cycle to develop individual learning plans through a continuous process of assessment, prescription, evaluation, and integration and through learning strategies.

Illinois Experience-Based Career Education Project.
McCage, Ronald D.
Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
502AH60022
OEG-05-76-00215
September 15, 1976—September 30, 1979

Three distinct delivery systems will be used to provide individualized career exploration experiences for high school students in their respective communities. Staff in Sycamore C. U. School District 427 will be implementing Experience-Based Career Education (EBCE) materials developed by the Far West Educational Laboratory (FWEL). District 204 will implement the FWEL materials in an urban community. Decatur School District 61 will use the Northwest Regional Educational Laboratory model.

Expand and Improve the Instructional Strategies, Methods, and Techniques of Research for Better Schools (RBS) Experience-Based Career Education Program with a Currently Existing K-12 Career Education Program.
Williams, James E.
New Albany-Floyd County Consolidated School Corp., Ind.
502AH60001
OEG-05-76-00217
September 17, 1976—September 16, 1979

Improved career decision-making capabilities by students will be facilitated by expanding their personal, occupational, and curricular awareness. Learning and reality-based experiences will be provided to enable students to make rational decisions related to academic and career plans. The project will adapt the materials and information from the Research for Better Schools' Experience-Based Career Education program to improve the local K-12 career education plan.

An Experience-Based Career Education Project for a League of Secondary Schools in Merged Area V, State of Iowa.
Huss, Janet
Iowa Central Community Coll., Fort Dodge. Div. of Career Education.
502AH60021
OEG-07-76-00090
October 1, 1976—September 30, 1979

Iowa Central Community College will act as facilitator and provide necessary staff and facilities for thirty-three local high schools to implement the Experience-Based Career Education model developed by the Appalachia Educational Laboratory. Activities will include establishing a steering committee of school administrators and business leaders; hiring and training learning coordinators to facilitate student activities; coordinating school administration and staff, parents, and business and industry management personnel; and conducting the program in the College learning centers and at local experience sites.

Wichita Experience-Based Career Education Project.
Best, Kenneth G.
Wichita Unified School District 259, Kans.
502AH60070
OEG-07-76-00091
October 1, 1976—September 30, 1979

The Appalachia Educational Laboratory's model of Experience-Based Career Education (EBCE) will be adopted as a comprehensive alternative to high school by providing students with access to adults and adult environments throughout the community. The project will provide for the development and refinement of career decision-making skills in addition to basic academic skills. The first semester of the program will be used for activities prerequisite to student participation. Learning coordinators will help students develop individualized learning plans. EBCE opportunities will be available to all 1800 students by the end of the third year.

Experience-Based Career Education.
Murphy, E. B.
Fayette County Public Schools, Lexington, Ky.
502AH60002
OEG-04-76-03002
September 28, 1976—June 30, 1979

The purpose of the project is to establish an alternative approach for completion of a substantial portion of the high school graduation requirements by earning required and elective course credits through community-based activities for juniors and seniors. The Experience-Based Career Education model developed and field tested by the Northwest Regional Educational Laboratory will be replicated in the four high schools in the school system with fifty to sixty students in the first year, 100 to 130 in the second, and 140 to 160 in the third.

A Proposal to Implement an EBCE Model.
Jenks, Houston C.
Saint Charles Parish School Board, Luling, La.
502AH60047
OEG-61-76-00969
September 27, 1976—September 26, 1979

The Experience-Based Career Education model developed by Research for Better Schools, Inc., will be used to provide a program with three components: career development, career guidance, and an academic resource center. In the first year, the program will be offered to forty students in one high school. A second high school will be added the second year, increasing enrollment to 140 students. Capacity will increase to 240 in the third year.

Experience-Based Career Education.
Bagley, Roy
School Administrative District 51, Cumberland Center, Maine.
502AH60100
OEG-310-76-0050
September 17, 1976—September 16, 1979

An Experience-Based Career Education model which will serve as an alternative to the standard high school program will be the result of the project. The Appalachia Educational Laboratory will train staff members. In the first year, twenty-five Greely High School students will be involved with learning coordinators and community resource persons in implementation of the individualized learning process. The number of participants will increase to fifty in each semester of the second year and to seventy in each semester of the third.

Experience-Based Career Education.
Wilson, James W.

Regional Education Service Agency, Cumberland, Md.
502AH60039
OEJ-03-76-00231
October 1, 1976—September 30, 1979

The Agency will implement the Appalachia Educational Laboratory (AEL) Experience-Based Career Education model for students from two public and one parochial high school in Cumberland. Individualized learning programs will include documented career exploration and academic experiences at various community sites for two to thirteen weeks at each placement. Learning coordinators and analysts of experience sites will be trained in methods used by AEL to aid students in the development of such individualized learning programs.

Occupational Competence Access Project (OCAP). (Continuing Project)
Post, John
Massachusetts Center for Occupational Education, Wellesley Hills.
502A150002D
OEG-310-75-0010
June 30, 1975—June 29, 1978

A meaningful, logical sequence of school experience will be created for students in order to better prepare them for the world of work or further education. Focus will be on increasing students' skills and abilities in relationship to employment opportunities and on increasing student ability to make better career decisions. Materials and services from Project CAREER (a research and development activity of the Massachusetts Division of Occupational Education) will be used in a program consisting of three components: a Competency-Based Career Guidance System, a Skill Outcome Exploratory Program, and Student Competency Files.

Implementation of the Occupational Cluster Concept—A Curriculum Tool for Improving Career Development and Preparation Education. (Continuing Project)
Miller, Harry
Battle Creek Public Schools, Mich.
502A550010
OEG-05-75-00047
June 30, 1975—June 30, 1978

Individual students will be helped in planning and making career development decisions in this project. In addition, training programs that adequately fulfill individuals' expectations will be made available. An occupational preparation program offering expanded training options through utilization of the coordinated occupational cluster concept will be implemented in grades 11 and 12 and special needs staff will work to improve programming for special needs students.

Computerized Exploration of Community Experiences for Career Education.
Crowley, Carol Berry
Waterford School District, Mich.
502AH60030
OEG-05-76-00214
September 15, 1976—September 14, 1979

The Northwest Regional Educational Laboratory's model for Experience-Based Career Education will be adapted and installed in the Waterford School District. Basic curriculum components include individual student assessment, individual learning plans, three- to five-day and three- to thirteen-week community career explorations, special projects designed to integrate academic and career education, occupational information seminars of students and employers, and weekly guidance activities.

Specialized Career Education Staffing and a Career Oriented Curriculum. (Continuing Project)
Lehto, Harold T.
Saint Paul Public Schools, Minn.
F5001VW
OEG-5-74-0047
July 1, 1974—June 30, 1977

Initiating and expanding career education opportunities for students of the twin cities is the primary purpose of the project. The three main program target areas have the largest concentration of minority and/or disadvantaged students. District-wide and individual-building career education resource centers will be established. Teachers will be given time during the professional day to rewrite instructional units to infuse the curriculum with career education concepts. Emphasis will be placed on additional specialized career education staffing, and new and continued career education workshops will be held. Community resources will be mobilized and intracity career education meetings will be held regularly.

Experience-Based Career Education.
Hanratty, Donald J.
Itawamba Community Junior Coll., Tupelo, Miss.
502AH60059
OEG-04-76-03003
September 14, 1976—September 13, 1979

The existing cooperative education program will be expanded, permitting student exposure to a minimum of three diverse work environments. Selected components of the Appalachia Educational Laboratory's (AEL) Experience-Based Career Education model will be used to provide an individualized, fifteen-week course for high school dropouts and graduates. AEL methods to be used are learning-site analysis, individualized student learning packages, and employer recruitment strategies.

Parkway Experience-Based Career Education.
Garrison, James M.
Parkway School District, Chesterfield, Mo.
502AH60005
OEG-07-76-00092
October 1, 1976—September 30, 1979

The Experience-Based Career Education model developed by the Northwest Regional Educational Laboratory will be implemented in the Parkway School District in this project. Some 300 students from eight high schools will receive diploma credit in academic subjects for completion of career exploration projects in the community. The major product will be a manual describing the methods used to implement the model in a midwestern school district. A central learning center will serve as home base for the learning experiences of all students.

Experience-Based Career Education: Vocational and Career Education—A Model for Expansion and Improvement.
Jackson, Frances
Great Falls Public Schools, Mont.
502AH60053
OEG-08-76-00112
September 1, 1976—June 30, 1979

Selected elements of the Northwest Regional Educational Laboratory's Experience-Based Career Education model will be used to develop new programs in cooperative education and work experience, and to improve the existing experiential program in the district. Emphasis will be on individualized instruction, including the basic skills of mathematics and language arts. Program components include career related, in-school experience, work and out-of-school experience; supervision in a work environment; and participation in a productive economic role.

Experience-Based Career Education (EBCE).
Spencer, Carl
Lincoln City School District, Nebr.
502AH60118
OEG-07-76-00093
October 1, 1976—September 30, 1979

Based on the Research for Better Schools model, the Experience-Based Career Education program will be adapted for each high school and will be implemented over a period of three years. The plan will have three elements: guidance activities for all tenth grade students, an alternative class schedule allowing career exploration at community sites and individualized instruction in basic academic areas, and specialization experiences for those wanting in-depth experiences in specific career areas. Ultimately, the project will serve 150-200 students in each school year.

Rural/Secondary/Post-Secondary EBCE Demonstration.
Davis, J. Clark
Western Nevada Community Coll., Carson City
502AH60040
OEG-09-76-00179
September 1, 1976—August 31, 1979

Implementation of the Experience-Based Career Education program will be based on the model developed by the Northwest Regional Educational Laboratory. Western Nevada Community College will administer the program in cooperation with three rural Nevada county school districts. The three high schools will make facilities available for project students and will be staffed by personnel from the College's comprehensive learning centers.

Project Bridges: Spanning the Gap Between Education and Earning a Living. (Continuing Project)
Klaiber, Susan E.
Somersworth High School, N.H.
502A150001D
OEG-310-75-0007
June 30, 1975—June 30, 1978

Occupational aspirations and opportunities for all youth in the Somersworth School District will be expanded through this project. The gap between school and wage earning for youth will be eliminated, and further cooperation between public education and the local business and industrial community will be developed. The project will focus at first on the guidance, preparation, and placement of high school vocational students with emphasis on continuing a career development program. Equal career preparation opportunities will be ensured to all students.

Wayne Design for Career Education. (Continuing Project)
Van Zweden, Adrian
Wayne Board of Education, N. J.
502A25001
OEG-320-75-00023
June 30, 1975—June 30, 1978

Development of a career education program for the Wayne Public School District is the goal of this project. Areas of focus will be career guidance and intensive counseling, articulation (providing linkages between various levels), and introduction of five occupational clusters. Approximately 11,500 students in elementary, middle, and high schools will be served.

Project EXCEL (Experience-Based Career Education Learning Program).
Fernandez, Edward
Las Cruces School District 2, N. Mex.
502AH60090
OEG-61-76-00965
September 9, 1976—August 31, 1979

A basic academic program (social studies, language, math, and science) will be linked with exploratory career opportunities in the world of work as a result of this project. The project population will be drawn from the eleventh and twelfth grades of two Las Cruces high schools. Thirty students will be enrolled the first year, sixty the second, and seventy-five the third. Project staff will assist students in meeting graduation requirements and help them gain knowledge in the world of work through varied exploratory experiences.

Systemwide Career Education Cluster-Based Articulated Model Program: K-Graduate Education. (Continuing Project)
Bickimer, David A.
New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support. Office of Career Education.
502A25002
OEG-320-75-00031
June 30, 1975—June 30, 1978

One model site in each of the five boroughs of the City of New York School District will demonstrate fusion of academic and vocational education; fusion of guidance and instruction; infusing of social psychological elements of career awareness, exploration, and preparation into all instruction; and systematic utilization of the community as an instructional resource. Infusion of eight career education elements (Ohio State Model I) and five relevant clusters in the various model sites will be accomplished through selective teacher/education management training sessions.

Career Based Curriculum for Union County. (Continuing Project)
Latham, Gail
Union County Schools, Monroe, N.C.
F4-003VW
OEG-4-74-5201
June 30, 1974—June 30, 1977

A career education delivery system will be implemented in this program. Career education will be fused into the ongoing curriculum at all levels and a close working relationship with business and industry will be established in order to use the community as a resource. Appropriate career education programs for disadvantaged students and the adult population in the community will be established. Program components will include elementary career awareness, junior high or middle school career orientation and exploration, and career preparation (10-14).

Career Education: Planning, Learning, Understanding, Succeeding.
Tuchscherer, Jerry
North Dakota State Board for Vocational Education, Bismarck.
502AH60069
OEG-08-76-00113
September 1, 1976—August 31, 1979

An inschool cluster system of career education will be integrated into an Experience-Based Career Education plan involving thirty students. This plan will permit students to choose to either combine inschool learning opportunities in the broader community environment or to cycle out into that environment for short periods of time for exploration and career skill-development activities. Learning strategies include career explorations, individualized projects, and skill-development activities.

Six Demonstration Programs for Career Exploration Through EBCE.
Ford, Jack D.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
502AH60013
OEG-05-76-00216
October 1, 1976—September 30, 1979

Six Ohio local school districts (Akron, Dayton, Minford, Kirtland, Boardman, and Lorain) will implement the Experience-Based Career Education program developed by Research for Better Schools in Philadelphia. Each district will adapt the model to its present needs in relationship to the State program. Common elements of all programs, to be monitored and evaluated by the State Department of Education staff, include exploration at community resource sites, specialization opportunity, site-analysis techniques, and inservice training of community participants. A total of 7,900 students will be involved.

Experience-Based Career Education in Cooperative Vocational Education and Work Experience.
Kerr, Sam W.
Moore-Norman Area Vocational-Technical School, Okla.
502AH60010
OEG-61-76-00968
September 15, 1976—August 31, 1979

Strategies developed by the Appalachia Educational Laboratory (AEL) for Experience-Based Career

Education will be used to develop and implement a program in which students will earn credit for onsite career exploration in various occupational areas. Initially, staff trained by AEL will obtain parent and community involvement, recruit and enroll students, and identify and analyze job-experience sites in the community. Once in full operation, the program will serve about 150 students per year.

Experience-Based Career Education.
Humphrey, Ralph
Jackson County Intermediate Education District, Medford, Oreg.
502AH60076
OEG-10-76-00077
September 17, 1976—September 16, 1979

A comprehensive alternative to a regular high school program for eleventh and twelfth graders will be provided by this project. The Experience-Based Career Education program in Tigard, Oregon, will be replicated in the District. The program will serve all eight secondary schools in Jackson County (150 of the 736 juniors and seniors during the three-year period) using a facility located in a downtown shopping-center office building.

Experience-Based Career Education in Harrisburg.
Steger, Gerald
Harrisburg School District, Pa.
502AH60025
OEJ-03-76-00225
October 1, 1976—September 30, 1979

Based on the Experience-Based Career Education model designed and developed at the Appalachia Educational Laboratory, the District will provide high school juniors and seniors academic credit for successful completion of an alternative high school program that includes individualized career exploration experiences of one to thirteen weeks, each at three or more community job sites. After the planning, staff training, experience site analysis, and student recruitment, forty students will be involved in the program at Harrisburg High School in the first year and 120 in the second year.

Building Experience-Based Career Education.
Cohen, Stanley B.
Philadelphia School District, Pa. Div. of Career Education.
502AH60077
OEJ-03-76-00230
October 1, 1976—September 30, 1979

The project will demonstrate the adaptability of Experience-Based Career Education models, as developed by the Far West Regional Educational Laboratory, the Northwest Regional Educational Laboratory, and Research for Better Schools, to the needs of students of the School District of Philadelphia. Three different demonstration programs will be developed from these models, a different one for each of three comprehensive inner-city schools. At the outset, 360 students (120 per school) will be involved.

Experience-Based Career Education.
Santoro, Frank M.
Rhode Island State Dept. of Education, Providence. Bureau of Vocational Education
502AH60027
OEG-310-76-0052
September 17, 1976—September 16, 1979

High school students who have not yet made career decisions will be given the opportunity to explore a wide range of jobs, job environments, and job responsibilities while completing required academic work. Objectives for student participation in the program are increased career skills in both cognitive and affective domains, increased self-awareness skills, and more relevant basic skill development. The Experience-Based Career Education model developed by Research for Better Schools will be used.

Experience-Based Career Education.
Hall, J. F.
Greenville County School District, S.C.
502AH60050
OEG-04-76-03004
September 20, 1976—September 19, 1979

The Research for Better Schools' Experience-Based Career Education model will be implemented at J. L. Mann High School. The program will have three components: career development, career guidance, and academic resource center (individualized instruction in English, economics, and mathematics). The first semester will be devoted to recruitment and analysis of community clusters; inservice training of teachers, counselors, and onsite supervisors; selection and scheduling of thirty-six tenth and eleventh graders; and curriculum development for community sites and the resource center. Some seventy students will take part in the second year, and 100 in the third year.

Pathfinder: Exploration Through a Cluster Structure Linking Business, Industry, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career and Educational Opportunities for Young People.
Carlson, Clayton
Watertown Independent School District 1, S. Dak.
502AH60061
OEG-08-76-00114
September 1, 1976—August 31, 1979

Community-based career experiences will be provided to young people who have left high school before graduating and who wish to explore careers in this program. The project will also help the community and the schools become partners in meeting individual student needs. Sixty students will be involved in a project which resembles the Community Experience in Career Education program of Experience-Based Career Education in Tigard, Oregon. Site recruitment materials and techniques developed by the Northwest Regional Educational Laboratory will be used.

Demonstration of Experience-Based Career Education in Memphis, Tennessee.
Campbell, Daniel H.
Memphis City Schools, Tenn. Div. of Vocational Education.
502AH60103
OEG-04-76-03005
September 13, 1976—September 12, 1979

As a result of this project, students will be provided with expanded onsite opportunities to explore various related career areas before they select a career specialization area of training. Site-analysis techniques, employer orientation and recruitment techniques, and the individual student's learning plans of the Research for Better Schools Experience-Based Career Education program will be implemented. Program components for 120 students will include career development orientation, career experience, and career placement.

San Antonio Experience-Based Career Education Project.
Lafferty, Bill R.
Education Service Center Region 20, San Antonio, Tex.
502AH60020
OEG-61-76-00967
September 15, 1976—September 14, 1979

An Education Service Center will coordinate the efforts of two San Antonio school districts, various community resources, the Northwest Regional Educational Laboratory, and Research for Better Schools in this project. Students will be selected from four participating high schools: forty in the first year, eighty in the second, and 120 in the third. Each district will maintain a learning center for student and staff headquarters, but will share the same community resource sites and employer-instructors.

Experience-Based Career Education Project.
Johnson, Thera
Weber County School District, Ogden, Utah.
502AH60105
OEG-08-76-00115
September 1, 1976—August 31, 1979

Significant and continuing improvement in the career development and experiential learning opportunities of high school students will be the result of this project. The Research for Better Schools educational laboratory will supply program planning assistance, materials, and support services. The program will center in two school districts and be implemented in four high schools with sixty students participating in the first year, 325 by the third, and 475 by the fifth.

Student Plans and Career Clusters. (Continuing Project)
DiLego, Pasquale
Edmunds Junior High School, Burlington, Vt.
502A150003D
OEG-310-75-0011
June 30, 1975—June 30, 1978

The potential for youth unemployment will be reduced; bridges will be created between schools and earning a living; cooperation will be promoted between public education and manpower needs; and occupational aspirations and opportunities for youth will be broadened by this project. The project will implement and demonstrate a three-component career education program at Edmunds Junior High School. Preselected clusters in construction, consumer- and homemaking-related occupations, fine arts and humanities, transportation, and business and office practice will be integrated into the regular curriculum.

Prince William County Experience-Based Career Education Project.
Phillips, J. Earle, Jr.
Prince William County Schools, Manassas, Va.
502AH60017
OEJ-03-76-00227
October 1, 1976—September 30, 1979

The Experience-Based Career Education Community Experiences for the Career Education model in operation in Tigard, Oregon, will be adapted and implemented in this project. Students from two high schools will be involved at two learning resource sites in the county in an instructional program with basic skills, life skills, and career explorations components. Some 120 students will be involved by the third year.

Highline District's Vocational Exploratory and Preparatory Program.
Yormark, Ben A.
Highline Public Schools, Seattle, Wash. Instructional Division—Career Development.
502AH60086
OEG-10-76-00073
September 8, 1976—September 7, 1978

The project will be directed toward improvement of the vocational education program at the senior high level by bridging the gap between vocational education and the world of work, bridging the gap between vocational guidance and vocational training, improving the placement rate of graduates of vocational programs, and meeting the needs of individual students. Some 300 students will take part in a major adaptation of the Experience-Based Career Education strategies developed by the Northwest Regional Educational Laboratory.

An Experience-Based Career Education Program.
Moore, Charles G.
Cabell County Board of Education, Huntington, W. Va.
502AH60119
OEJ-03-76-00228
October 1, 1976—September 30, 1979

Experience-Based Career Education will be demonstrated in this project as an alternative school program for tenth-grade students. The project will be based on the model developed by the Appalachia Educational Laboratory. Objectives will focus on experiential learning in the community; individualized instruction and learning; and integrated learning of academic, career, and life-role skills to bridge the gap between school and work.

Demonstration of NIE's Experience-Based Career Education Program.
Thiel, Kurt R.
Goodrich Senior High School, Wis.; Fond du Lac School District, Wis.
502AH60042
OEG-05-76-00213
September 15, 1976—September 14, 1979

The result of this project will be an exemplary program in vocational education based on the Appalachia Educational Laboratory model for Experience-Based Career Education, an alternative secondary school program combining academic learning with career preparation for high school juniors and seniors. About sixty students will be involved in an individualized learning program involving firsthand experiences in places where people are employed to produce goods and services.

Planning for Change Through Career Education.
Elliott, Michael J.
Wyoming State Dept. of Education, Cheyenne. Div. of Instructional Services.
502AH60063
OEG-08-76-00116
September 1, 1976—August 31, 1979

The project will provide local education agencies (LEAs) with the means, resources, and processes for effective incremental improvement of their ongoing career education efforts with the adoption/adaptation of the National Institute of Education's Experience-Based Career Education model. The Wyoming State Department of Education will provide assistance to four LEAs in the final preparation of individual management tasks for the first-year implementation plan.

Exemplary Demonstration Project in Cooperative Education.
Luntey, Harold
American Samoa Community Coll., Pago Pago.
502AH60111
OEG-09-76-00180
September 1, 1976—August 31, 1979

This project will provide opportunity for secondary and postsecondary students in the Territory to have on-the-job experiences in a work setting. Instruction will be provided relating to saleable skills through cooperative arrangement between American Samoa Community College and local employers. Job stations will be identified in the private and government sectors where students will work part-time in areas of their educational majors. The program will be undertaken in cooperation with the College. About 150 students will be involved over a three-year program.

Community-Based Building Maintenance Mechanics Training.
Rask, Michael L.
Guam Dept. of Education, Agana. Div. of Career and Occupational Education.
502AH60089
OEG-09-76-00181
September 1, 1976—August 31, 1979

The program will provide students enrolled in the newly implemented Building Maintenance Mechanics Program (BMMP) with adequate experiences relating to commercial structure maintenance so that, upon completion of the two-year course of study (in-class and community-based), they will be able to transfer smoothly into the Cooperative Work Experience Program for completion of their training. The

feasibility of providing mobility for vocational programs to allow students to experience the diversity of building maintenance in a realistic setting will be tested.

Development of an Exemplary Career Education Comprehensive Program in the Academic and the Vocational and Technical Education in Puerto Rico. (Continuing Project)
Moya, José Lema
Puerto Rico State Dept. of Education, Hato Rey. Area for Vocational and Technical Education.
V-2-74-PR-1
OEG-2-4-VE001
July 30, 1974—June 30, 1977

The project involves the translation and adaptation of curriculum materials in career education and in forty occupations. During the first phase of the four-year project, the curricula will be developed by six technicians of the Curriculum Development Centers in each of the educational regions. During the second and third phases, curricula will be tested at the sites and will continue to be improved during the fourth phase of the project. In the final phase, curricula for forty occupations within the occupational clusters will be tested in six area vocational schools.

Career Education Materials Development for Comprehensive Guidance Counseling Implementation at the Senior High School Level. (Continuing Project)
Ramarui, David
Trust Territory of the Pacific Islands Dept. of Education, Saipan.
502A950004
OEG-391-75-0090
June 30, 1975—June 30, 1978

The career options of the students will be better preserved and provision will be made to give students the opportunity to decide how far and in which direction they will go educationally. Principal goals are to structure the entire program around real-life activities, integrate academic knowledge and skills with occupational training, include in the program community resources and nonschool educational opportunities, and provide an extensive curriculum oriented towards career counseling.

Virgin Islands Exemplary Vocational Career Education Center. (Continuing Project)
Ragster, Albert
Virgin Islands Dept. of Education, St. Thomas. Div. of Vocational-Technical Education.
502A25003
OEG-391-75-0010
June 30, 1975—June 30, 1978

This project will focus on orientation of the availability and use of the career education resource center. Approximately 8,000 pieces of resource material will be catalogued during the academic year. Workshops and seminars conducted during the year will involve administrators, counselors, and teachers. Professional consultants will be employed to provide valid input into the total project.

Modification of Ten Public Service Occupational Films.
Russell, David
D/R Productions, Inc., Pacific Palisades, Calif.
OEC-300-76-0051 OEC-300-76-0078
March 4, 1976—OPEN

This project will finalize ten instructional films based on the common core for public services curriculum materials developed as part of a Federally funded curricula project. The films, aimed at blue collar workers and the out-of-school populations, are designed to be used in television presentations in community colleges, technical schools, and adult learning centers. The films pertain to entry-level public service positions.

Develop Curricula for Training Vocational Education Curriculum Specialists.
Dunn, James
American Institutes for Research, Palo Alto, Calif.
OEC-0-74-9286
July 1, 1974—October 31, 1976

This project will develop and test curricula and supporting materials for use in university training programs for vocational education curriculum specialists; and develop an installation plan to be used by university administrators as a guide for organizing, operating, and evaluating graduate level training of vocational education curriculum specialists. The implementation process and curriculum program will be tested at one major and several smaller universities.

Western Curriculum Coordination Center.
Becket, James
Western Regional Curriculum Network, Sacramento, Calif.
OEG-00-75-00179
April 1, 1976—December 31, 1976

The purpose of this project is to provide funds for the Western Curriculum Coordination Center which serves American Samoa, Arizona, California, Guam, Hawaii, Nevada, Northern Marianas, and the Trust Territory of the Pacific Islands by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

Rental Services for Public Service Films.
Constance, John
National Archives and Records Service (GSA), Washington, D.C. National Audiovisual Center.
P00760481
September 23, 1976—September 30, 1977

This project is a purchase order for a rental program, 1,000 sets of workbooks, and promotional material.

Consultant Services to the National Network for Curriculum Coordination.
Douglass, Rebecca
Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
P00760452
September 15, 1976—November 15, 1976

This project provides such services as the handling of arrangements for consultant services of twelve non-Federal representatives of curriculum and research organizations to meet with the project directors of six curriculum coordination centers. The consultants will provide advice on the functions and objectives of the network; improving the efficiency and effectiveness of network services; and coordinating resources, dissemination, and diffusion activities.

East Central Curriculum Coordination Center.
Douglass, Rebecca
East Central Regional Curriculum Network, Springfield, Ill. Div. of Vocational-Technical Education.
496AH60010
OEG-00-76-01904
April 1, 1976—December 31, 1976

The purpose of this project is to provide funds for the East Central Curriculum Coordination Center which serves Delaware, District of Columbia, Illinois, Indiana, Ohio, Maryland, Michigan, Minnesota, Pennsylvania, Virginia, West Virginia, and Wisconsin by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

Handling Distribution of Marketing and Distribution Materials.
Gordon, Alice
Contract Research Corp., Belmont, Mass.
P00760447
September 13, 1976—September 30, 1976

This project is a purchase order for the packaging and mailing of 350 sets of materials produced under OEC-0-73-5233.

Southeast Curriculum Coordination Center.
Wall, James
Mississippi State Univ., Mississippi State. Research and Curriculum Unit.
OEG-00-75-00178
April 1, 1976—December 31, 1976

The purpose of this project is to provide funds for the Southeast Curriculum Coordination Center which serves Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

Northeast Curriculum Coordination Center.
Kelly, Joseph
Bureau of Occupational Education, Trenton, N.J. Div. of Vocational Education.
496AH60007
OEG-00-76-01801
April 1, 1976—December 31, 1976

The purpose of this project is to provide funds for the Northeast Curriculum Coordination Center which serves Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

Midwest Curriculum Coordination Center.
Patton, Bob
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
496AH60003
OEG-00-76-01903
April 1, 1976—December 31, 1976

The purpose of this project is to provide funds for the Midwest Curriculum Coordination Center which serves Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

Development of Curricula for Vocational Preparation of the Gifted and Talented Students in Secondary and Post-Secondary Education.
Milne, Bruce G.
South Dakota Univ., Vermillion. Educational Research and Service Center.
OEC-300-76-0306
July 1, 1976—June 30, 1977

This project will make vocational educators, guidance and counseling personnel, and other professional personnel aware of potential opportunities in secondary and postsecondary vocational programs for gifted and talented students. Specific objectives include synthesizing the available resources on vocational education, education for the gifted and talented, and counseling and guidance into curricular materials; and developing state plans to recruit and include gifted and talented students in vocational programs.

Development of a Nuclear Reactor Operator Technician (Trainee) Curriculum.
Hull, Daniel
Technical Education Research Center, Waco, Tex.
OEC-300-76-0356
July 15, 1976—July 14, 1977

The goal of this project is the development, preliminary refinement, and limited dissemination of a Nuclear Reactor Operator Technician (Trainee) Curriculum. Composed of fifteen technical specialty courses, the curriculum is intended for use in a two-year postsecondary preparatory program and will be adaptable for use in preparatory and upgrading types of industrial training programs. The project will develop ninety-four modules in thirteen courses.

Proposed Design and Broad Content Outlines for Curriculum Materials in Marketing and Distribution—Phase I.
Lynch, Richard L.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational and Technical Education.
OEC-300-76-0308
July 1, 1976—June 30, 1977

Phase I of this project will consist of establishing the design and broad content outlines to be used as the foundation for the development of nineteen instructional guides for the nineteen subcluster occupations in the distributive education area. Literature reviews and research will be conducted to aid the project staff in preparing the design. A panel of consultants will review the design prior to its adoption.

Updating and Revising "Distributive Education in the High School."
Ely, Vivien K.
Virginia Commonwealth Univ., Richmond. Dept. of Secondary and Postsecondary Education.
P00760463
September 1, 1976—March 31, 1977

This project intends to prepare eight camera ready copies of an updated and revised version of *Distributive Education in the High School*. The new product will cover all program offerings and take into consideration such items as the implications of new legislation, recent studies of DECA objectives, examination of competency-based instruction, and broadened focus on levels of employment.

Northwest Curriculum Coordination Center.
Daniels, William
Washington State Commission for Vocational Education, Olympia.
496AH60004
OEG-00-76-01901
April 15, 1976—December 31, 1976

The purpose of this project is to provide funds for the Northwest Curriculum Coordination Center which serves Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

PART J. BILINGUAL VOCATIONAL TRAINING

A Bilingual Vocational and Technical Intensive-Study Training Program.
Gibson, Robert B.
Kuskokwim Community Coll., Bethel, Alaska.
558AH60163
OEG-00-76-04109
July 1, 1976–June 30, 1977

The purpose of the program is to offer short-term, intensive bilingual vocational training to between fifty and 200 Alaskan natives who lack basic education, have limited English skills, and are unable to leave their villages. Courses in welding, house framing, home heating, electricity, and small engine repair will be offered in five villages. Courses will be competency-based and take place for eighty hours during a two-week period.

Bilingual Agricultural Equipment Operation and Maintenance.
Boakes, William H.
Solano County Superintendent of Schools, Fairfield, Calif. Regional Occupational Program.
558AH60026
OEG-00-76-03729
September 1976–June 1977

The project proposes to provide special training for twenty-five Spanish-American migrant farm workers to develop proficiency in agricultural equipment operation and maintenance which will enable them to become employable on a year-round basis. Procedures will include audio tapes to be used by individuals with poor reading skills, and counseling and placement services.

Bilingual Vocational Training in Agricultural Occupations.
Zachariadis, Chris
Central Coast Counties Development Corp., Aptos, Calif.
558AH60138
OEG-00-76-03737
July 1, 1976–June 30, 1977

Low income farmworkers with limited English-speaking ability will be provided bilingual vocational training in the following areas: operation and management of open field and greenhouse farming, greenhouse production, farm surveying, marketing, and small business management. In addition, bilingual instructional materials in these areas will be developed and tested. A field-based, experiential, competency-based approach will be used.

Bilingual Vocational Training of Dental Assistants.
Weissman, Fredric
California Univ., Los Angeles. Univ. Extension.
558AH60044
OEG-00-76-03805
July 1, 1976–June 30, 1977

The project will continue and further develop an ongoing bilingual vocational training program to assist fifty low income, language-disadvantaged persons in the central Los Angeles area to acquire manual and academic skills necessary to work as dental paraprofessionals. Procedures will include use of ESL, lectures, and laboratory and clinical training in dental practices and procedures.

Bilingual Training for Indochinese Refugees.
Wright, Robert A.
Community Care and Development Services, Los Angeles, Calif.
558AH60164
OEG-00-76-03740
July 1, 1976–June 30, 1977

Instruction in clerical, data processing, and health care will be combined with Basic Ed/ESL in this program for thirty Indochinese refugees. The objective is to help those refugees who have basic academic qualifications, but need retraining in white collar or paraprofessional occupations to become self-supporting. Counseling and job placement will be provided.

Chinese ESL/Machinist Vocational Training Project.
Henderson, Thomas R.
San Francisco Community Coll. Skills Center, Calif.
558AH60160
OEG-00-76-03739
June 1, 1976–May 31, 1977

Fifty Chinese persons with limited English-speaking ability will be provided training for machinist or machine related jobs. Curriculum will focus on fundamentals of machine operations, machine shop terminology, and essential tools of the mechanic. Safety tests and formal and informal English tests will be required. Videotapes will be used for individual and group evaluation.

Bilingual-Bicultural Human Services Training Consortium.
Beaudoin, Michael F.
Maine Univ. Orono. Bangor Community Coll.
558AH60023
OEG-00-76-03728
July 1, 1976–June 30, 1977

To enhance their employability and career mobility, an additional 100 unemployed and underemployed Franco-Americans will be trained for jobs in community and institutional services to the elderly. This project expands the current bilingual and bicultural Human Services/Gerontology Certificate Program to include two additional areas of high Franco-American population concentration. Supervised experience and bilingual and bicultural modules will be part of the program.

Bilingual Secretarial Training Program.
Gutierrez, Albert
New Mexico Highlands Univ., Las Vegas. Dept. of Business and Economics.
558AH60070
OEG-00-76-03732
July 1, 1976–June 30, 1977

This two-year program is designed to train bilingual secretaries so that their proficiency in Spanish and English will permit them to function bilingually in the business world. Curriculum will be performance-based and a one-week workshop in a Spanish-speaking office situation will be part of the training program. Extemporaneous reading, writing, and speaking skills will be stressed.

New Mexico Technical Vocational School Bilingual Skills Training.
Garcia, Juan
New Mexico Technical Vocational School, El Rito, N. Mex.
558AH60068
OEG-00-76-04117
July 1, 1976–June 30, 1977

The project will assist 100 disadvantaged students in achieving a functional (survival) grade placement level of 6.9. Intensive counseling services will instill self-worth concepts; encourage experiences in reading skills; and provide supportive services (tutoring and counseling) for students in vocational skills training classes.

Viable Vocational Training for Rural Areas—Trilingual.
Atencio, Carlos
Northern New Mexico Consortium for Rural Education, Cuba.
558AH60073
OEG-00-76-04108
September 1976–August 1977

The project will train paraprofessionals within the Chicano and Navajo communities to become aware of and keep abreast of job opportunities; share this information with residents and help them apply for jobs; offer vocational training in power mechanics; develop a videotape training series in Spanish, Navajo, and English; and train local persons in development and marketing of native arts and crafts.

Bilingual Training in Housing Maintenance and Repair Skills.
Rodino, Robert J.
Bronx Community Coll., N.Y. Office of Continuing Education.
558AH60081
OEG-00-76-03806
June 30, 1976–May 29, 1977

Persons with limited English-speaking ability will have the opportunity to acquire skills needed for entry-level positions in community housing programs and building maintenance operations or for advancement in their current positions. The training courses for Italian- and Spanish-speaking students will be in the areas of general carpentry, plumbing, heating, electrical repair, and sanitation and pest control. ESL sessions will correspond to the skills classes.

Bilingual Vocational Training Program to Train Chinese Chefs.
Ai, K. Y.
China Inst. in America, New York, N.Y. School of Chinese Studies.
558AH60076
OEG-00-76-03804
July 1, 1976–June 30, 1977

Professional culinary skills will be taught to Chinese Americans with limited English-speaking ability who are presently unemployed or underemployed. These persons will be trained to become head chefs. Training will be in ESL instruction, cooking, restaurant management, kitchen practice, and culinary terminology. Inservice training will be held for institute staff and placement counseling for students will be provided.

Chinese English Bilingual Para-professional Training Program.
Yuen, Po. S.
Chinatown Manpower Project Inc., New York, N.Y.
558AH60061
OEG-00-76-03730
September 1, 1976–August 31, 1977

The objective of the program is to provide Chinese immigrants with intensive skill training, as well as English and bicultural study, so they can adjust to a new environment, obtain jobs, and become productive and respected citizens of their adopted country. Skills in law and accounting will be taught. ESL instruction, group counseling, job placement, and "Comparative Studies in Chinese and American Cultures and People" will be part of the program.

Program for Bilingual Secretarial Training.
Drexler, Violet
Borough of Manhattan Community Coll., New York, N.Y. Dept. of Secretarial Science.
558AH60108
OEG-00-76-03734
September 1, 1976—June 30, 1977

In this second year of a two-year program, Spanish-speaking students will be prepared for job entry as bilingual secretaries. Students will be trained in English language skills and shorthand, Spanish shorthand and typing, and general secretarial skills. Students will be trained for ESL requirements and assigned ESL in accordance with individual needs.

Bilingual Training in Preparing Graphics for Reproduction.
Bragin, John Samuel
American Council for Emigres in the Professions, New York, N.Y. Bilingual Vocational Training.
558AH60112
OEG-00-76-03735
July 1, 1976—June 30, 1977

Recent Russian refugees will be assisted in becoming economically self-supporting in this program. Specific objectives are to provide training for entry-level skills in layout and mechanical preparation in commercial graphic art design; provide the group with intensive English language training; provide supportive services in personal and career counseling and job placement; and develop curriculum and products adaptable for similar training programs. An internship will be included.

New Directions in Vocational Education for Hispanic Americans.
Overton, A. Wayne
Nassau County Board of Vocational Education and Extension, Carle Place, N.Y.
558AH60090
OEG-00-76-03735
August 2, 1976—August 1, 1977

Hispanic Americans will be given bilingual vocational training in the health assistant and auto mechanic occupations. Clinical experience will be provided for the health assistant trainees. Training for entry-level employment in auto mechanics will be in modular form. ESL training and counseling services will be provided for trainees.

Bilingual Mental Health Technologist Training Program.
Fortney, Charles
Mary Coll., Bismark, N. Dak.
558AH60047
OEG-00-76-03975
July 1, 1976—June 30, 1979

The two-year program will reduce the shortage of qualified Indian personnel in the mental health field. The program will provide coursework in psychology, sociology, social work, Indian studies, and English. Some forty-five Native Americans will be qualified to respond to mental health needs and will become eligible for employment advancement. Plains Indian cultural and language systems will be studied, and a bilingual component will be incorporated into the program.

Bilingual Vocational Training.
Gililland, J. R.
Canadian Valley Area Vocational-Technical School District 6, El Reno, Okla.
558AH60062
OEG-00-76-03731
July 1, 1976—June 30, 1977

The program will provide an opportunity to broaden the occupational aspirations and abilities of incarcerated individuals of Mexican-American origin through the use of bilingual vocational training programs in food service and auto mechanics. A secondary objective is to develop community-based support to assist these individuals in obtaining meaningful employment upon release.

Bilingual Vocational Training Program.
Mata, Ignacio R.
Crystal City Independent School District, Tex.
558AH60141
OEG-00-76-03738
July 1, 1976—June 30, 1979

Bilingual vocational training will be given to fifty Mexican-American persons in the occupational clusters of printing and clerical skills. Assistance will be provided by a bilingual community council of vocational education and a bilingual technical advisory committee. Consultants will conduct inservice education and monitor curriculum development and instruction. Placement and follow-up services will be provided.

Bilingual Vocational Training Program for Emergency Medical Technicians.
Cramer, Barbara J.
Texas Woman's Univ., Denton. Inst. of Health Sciences.
558AH60056
OEG-00-76-03976
July 1, 1976—June 30, 1977

Intended primarily for Mexican Americans, the program will train twenty bilingual emergency medical technicians (EMTs) and qualify them to take the state of Texas EMT examination. The program will emphasize bilingual medical terminology, ESL, and knowledge and skills in basic emergency medical technology. In addition, all Spanish-speaking members of the Dallas community will be eligible for the program. Recruitment will involve various local agencies.

Implementation of Bilingual Vocational Training.
Ochoa, Ruben
El Paso Community Coll., Tex.
558AH60125
OEG-00-76-03736
July 1, 1976—June 30, 1977

The project will continue to offer bilingual vocational training to adults with limited English-speaking ability. Spanish will be the primary language of individuals identified and recruited, but some Vietnamese and Cambodian aliens will be attending classes. Programs will be offered in sewing machine operation, sewing machine repair, and radio and television repair. The cluster concept with open entry, open exit scheduling will be used.

Vocational Education—Bilingual Training.
Cantu, Arnoldo.
SER/Hidalgo Jobs for Progress, Inc., San Juan, Tex.
558AH60003
OEG-00-76-03974
July 5, 1976—July 4, 1977

The project will offer career opportunities to 220 Spanish-speaking persons by providing vocational training for entry-level employment in the areas of bilingual secretarial training, bookkeeping, office machine repair, auto body repair, meatcutting, and butchering. A language laboratory with tapes and cassettes will be developed by the ESL staff. Guidance and counseling services will be offered.

FISCAL YEAR 1977

SUMMARY

Part C. Research

The ninety-seven projects awarded for this fiscal year are grouped by the following priority areas:

Equal Access and Opportunities (ten projects)
Sex-Role Stereotyping and Sex Bias (thirteen projects)
Education and Work Program (ten projects)
Adult and Postsecondary Vocational Education (sixteen projects)
Curriculum Management and Instructional Materials (fourteen projects)
Personnel Development for Vocational Education (eight projects)
Comprehensive Systems of Guidance, Counseling, Placement, and Follow-Through (twelve projects)
Administration of Vocational Education at the State and Local Level (nine projects)
Special Projects of National Significance (five projects)

Funds appropriated were $9,000,000.

Part D. Exemplary

Of the sixty-six projects listed, ten new awards were made in these priority areas:

National Institute of Education's Experience-Based Career Education Projects (five projects)
Cluster Projects (five projects)

Fifty-six projects were continuations from previous years. The appropriation was $8,000,000.

Part I. Curriculum Development

Twelve projects were funded with an appropriation of $1,000,000.

Part J. Bilingual Vocational Training

Twenty-two programs were supported with an appropriation of $2,800,000.

SOURCE DOCUMENT

Sellers, Lois Ann, and Gordon, Ruth, comp. *Current Projects in Vocational Education—FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 Under the Vocational Education Amendments of 1968 (Parts C, D, I, and J).* ED 151 611. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, February 1978.

PART C. RESEARCH

PRIORITY: EQUAL ACCESS AND OPPORTUNITIES

An Operational Plan for the Vocational Education Network in One Region on the Navajo Reservation.
Gishey, Laurence
Navajo Tribe Div. of Education, Window Rock, Ariz.
498AH70276
OEG-00-77-02134
October 1, 1977—September 30, 1978

The main objective of this project is to design an operational plan for the Vocational Education Network strategy in one region of the Navajo Reservation. Existing vocational education programs will be evaluated with respect to employment demands, equipment, facilities, and teaching personnel; existing administrative and educational resources will be coordinated and directed through a joint steering committee with all schools being represented; needed and expanded vocational programs will be identified and additional funds will be sought or existing funds and resources will be redirected to provide for the programs. A steering committee will be formed and data will be collected and analyzed regarding current employment information.

Design, Development, and Evaluation of Career Education Materials for Adult Farmworkers with Limited English-Speaking Ability Who Return to Formal Education.
Atkinson, Donald R.
California Univ., Santa Barbara.
498AH70019
OEG-00-77-01372
October 1, 1977—September 30, 1978

The purpose of this project is to design and develop a career education manual written in Spanish and English, audiovisual materials to complement the manual, and a curriculum guide which employs them both. This material will be field tested and evaluated on the basis of the attrition rate, knowledge of career alternatives, educational aspirations and expectations, self concepts, and career maturity of the adult farmworkers enrolled in three existing adult education programs. Approximately ninety volunteer adult farmworkers will be assigned to either an experimental or control group and data collected from questionnaires will be analyzed.

A Proposal to Design and Disseminate a Model for an Alternative Form of Vocational Education for Delinquent and Disadvantaged Youth.
Hunter, Joan B.
Boston Coll., Chestnut Hill, Mass. Lab. for Statistical and Policy Research.
498AH70111
OEG-00-77-01986
August 1, 1977—July 30, 1978

The project's objective is to develop a model for vocational education for disadvantaged and delinquent youth, and to interest school personnel in implementing this model. Two existing programs of alternative vocational education for disadvantaged youth will be evaluated in depth; relevant existing vocational assessment systems will be evaluated; motivational training materials will be modified; a prototype of an alternative vocational education program and a manual and demonstration materials will be developed; and the prototype will be disseminated.

Vocational Equal Access Research Project.
Annelli, Catherine M.
Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
498AH70107
OEG-00-77-01987
August 1, 1977—October 30, 1978

The purposes of this project are to identify specific obstacles which have barred the disadvantaged from equal access to vocational education; identify the success factors related to the effectiveness of equal access programs; and develop and evaluate a model delivery system designed to remove or neutralize obstacles to equal access to vocational education. Two survey instruments will be developed and sent to a national sample of educators. From the survey results and a review of literature, a list of theoretical and program-based success factors will be developed. A model system will be developed and implemented; inservice programs will be developed to help educators implement the model system; and a pretest and posttest research design will evaluate the model system.

Vocational and Bilingual Curriculum Development: A Cumulative Effort.
Todd, Ronald D.
New York Univ., N.Y. Dept. of Technology and Industrial Education.
498AH70195
OEG-00-77-02218
September 1, 1977—February 28, 1979

The objectives of this project are threefold: to modify selected state-level curriculum guides for students with limited English-speaking ability; to document the process used in the adaptation of these curriculum materials as a basis for a new model; to develop supportive procedures for generating and matching curriculum materials to identified student

target groups; and to design, produce, and disseminate a materials modification and match manual. Procedures will include establishing a resource and talent pool and a data bank of resource materials; acquiring and assessing learner materials; and field testing materials.

Needs, Barriers, and Evaluation of Secondary Migrant Vocational Education.
Rice, Eric
System Sciences, Inc., Chapel Hill, N.C.
498AH70193
OEG-00-77-00069
October 1, 1977—December 31, 1978

The project will identify and quantify needs and barriers for serving secondary age migrant students and will develop a methodology for collecting information that can be used in other states and regions. A major data and knowledge base will be produced; the characteristics of state vocational education delivery systems will be identified, described, and evaluated; and illustrative innovative or successful procedures, techniques, and practices for serving the target population will be identified.

The Contribution of Diagnostic Data in Career Education Programs in Junior High Schools in the Cherokee Nation.
Cowen, Agnes
Cherokee Education Center, Tahlequah, Okla.
498AH70173
OEG-00-77-02065
September 1, 1977—August 31, 1978

The major objective of this project is to enhance the equal access and opportunity to vocational education of Cherokee Indian youth in rural areas of Oklahoma. This objective will be accomplished by developing and implementing new strategies designed to stimulate teachers at the junior high level to assume the responsibility of vocational counseling and guidance in the regular classroom curriculum. A second objective is to reduce sex-role stereotyping in the counseling and guidance programs which are designed to guide youth into vocational education.

A Vocational Education Research Program in the Portland Public School District.
Rumble, Richard R.
Portland School District 1, Oreg.
498AH70234
OEG-00-77-02245
September 1, 1977—February 28, 1979

The purpose of the project is to improve the individualization of vocational programs. To this end, the project will assess the present capability of high schools to implement individualized vocational instruction for handicapped students; develop planning capabilities among various organizational elements; and develop guidelines, procedures, and methods for implementing individualized vocational programs. Related literature will be reviewed and a number of other school districts will be contacted to learn what they have done regarding the mainstreaming of handicapped students into vocational programs.

Access Strategies for the Handicapped in Vocational Education.
Clark, Donald L.
Texas A and M Univ., College Station. Coll. of Education.
498AH70179
OEG-00-77-02536
September 1, 1977—February 28, 1979

The project will establish competencies for successful entry into vocational education programs and selected occupations in agriculture, home economics, and trade and industry. An administrator's handbook covering comprehensive programming for the handicapped in vocational education and materials assisting teachers to serve the handicapped through an open entry/open exit model will be designed, developed, field tested, and distributed. The handbooks will be developed by project staff aided by consultants.

Inservice Model for Modifying Post-Secondary Vocational Education Programs for the Handicapped.
Tindall, Lloyd W.
Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
498AH70169
OEG-00-77-02006
October 1, 1977—March 31, 1979

The purpose of the project is to develop an inservice model for modifying vocational programs for students with cognitive, affective, and psychomotor handicaps. Teachers will help determine modifications needed for teaching these students in the areas of agriculture, math and business, home economics, health, and trade and industry. Data will be analyzed, an inservice training model will be developed, and preliminary and final field reviews of the model will be conducted.

PRIORITY: SEX-ROLE STEREOTYPING AND SEX BIAS

Career Training and Employment Information for Women.
McHutchison, Ruth Dianne
Manchester Community Coll., Conn.
498AH70163
OEG-00-77-01953
August 15, 1977—August 14, 1978

Objectives of the project are to research current local employment opportunities for women including types of jobs available, training needed, and salary expectations; and to identify job training programs in operation. The college and local social service agencies will be supplied with the information gathered and will thus be able to provide better services and information to women seeking career counseling. Also, the research report will provide information to the college regarding development of new vocational courses to meet career needs of women.

Project Open Door.
Verheyden-Hilliard, Mary Ellen
District of Columbia Government, Washington, D.C. Commission on the Status of Women.
498AH70278
OEG-00-77-02135
September 1, 1977—August 31, 1978

The purpose of the project is to design, develop, and test a portable vocational exploration module, free from sex-role stereotyping, for use with junior high school students to help girls expand their range of career choices. Based on visits to vocational schools, advisory committee input, training and discussion sessions, and a review of current statistical information on life patterns of American women, the project director will write and produce a slide/tape show for junior high school students and a user's manual to serve as a teacher's guide for the module.

Overcoming Personal-Social Barriers in Entry to Nontraditional Occupational Preparation Programs.
Thomas, Hollie B.
Florida State Univ., Tallahassee.
498AH70216
OEG-00-77-02136
September 1, 1977—February 28, 1979

The objective of this research project is to determine if a short-term program can help women accept responsibility of overcoming the obstacles present in preparing for and entering nontraditional occupations. The procedure will be to assess the noninstitutional deterrents; select or develop appropriate educational strategies and measurement instruments; deliver the educational programs to a sample of the target group; and assess the degree to which the objectives are accomplished.

Project Second Start—An Experiential Approach to Reduction of Sex Role Stereotyping.
Rudy, Donna
Elgin Community Coll., Ill.
498AH70353
OEG-00-77-02228
September 1, 1977—August 31, 1978

The purpose of this project is to increase awareness in women of their career options in nontraditional occupations, and create awareness in community colleges and trade schools of the need for prevocational training programs for women in nontraditional job areas. This project will demonstrate and test a career awareness model designed to reduce sex-role stereotyping on sixty unemployed or underemployed women of various ages via a prevocational program in drafting, machine tools, welding, and plastics. Participants will receive extensive group and individual counseling to reverse the sex-role stereotypic attitudes women have about themselves and their career options.

Sexism in Education: Reducing Vocational Education Stereotyping (SERVES).
Kiser, Luther L.
Ames Community School District, Iowa.
498AH70149
OEG-00-77-01990
August 1, 1977—October 30, 1978

The purpose of this project is to change the professional staff trainees' and the high school student population's perceptions of sex roles in the world of work. This will be accomplished by identifying barriers to eliminating sex-role stereotyping in local vocational education programs and identifying the training needs of vocational educators in relation to those barriers; identifying sex-role stereotyping in vocational education curriculum materials; identifying student perceptions of sex roles in the working world; and initiating actions to correct identified problems.

Proposal to Study a Program to Overcome Sex Bias Barriers in Women's Qualifications for Vocational Administration Posts.
Neely, Margery A.
Kansas State Univ., Manhattan. Coll. of Education.
498AH70068
OEG-00-77-01926
September 1, 1977—August 31, 1978

The purpose of the study is to develop procedures to assist women who aspire to vocational administration

posts but do not have required work experience outside education. The project will assess attitudes, barriers, and the employment picture prevalent in vocational education in the state; determine the effectiveness of a personal growth workshop, summer employment experience, and an experiential assessment portfolio for describing unpaid work experience; and improve vocational education's role models for females.

Changing Sex-Role Stereotyping and Sex Bias—A Vocational Education Project.
Westbrook, Franklin D.
Maryland Univ., College Park.
498AH70239
OEG-00-77-02244
September 1, 1977—August 31, 1978

The purpose of this project is to determine the reliability and concurrent validity of the Dominant Characteristics Inventory (DCI) by assessing the distribution of the DCI characteristics by sex; relating the characteristics measured by DCI to occupations; scoring males and females from the same occupations in equal numbers on the same scales; presenting interpretive guidelines for the DCI for professional and educational use; and proposing a schedule for renorming and predictive studies.

Research to Eliminate Vocational Education Roles Stereotyping Effectively (REVERSE).
Greer, Holly S.
Northern Michigan Univ., Marquette. Women's Center for Continuing Education.
498AH70143
OEG-00-77-01966
August 15, 1977—August 14, 1978

This project will design, test, and analyze activities to reduce sex-role stereotyping and sex bias in vocational education and occupational choices among public school students in grades 6, 9, and 12. The research is based upon a micro-analytic, longitudinal-change comparison betwsen member groups of six pairs of treatment and control groups. Two counselor teachers will meet for one classroom period per week with each of the treatment classes using direct intervention techniques to change sex bias attitudes and behavior towards vocational education and occupational choices.

Interaction of Sex Role Biasing Attitudes of Vocational Educators and Students Associated with Students' Entry in Non-Stereotyped Programs of Vocational Education.
Handley, Herbert M.
Mississippi State Univ., Mississippi State. Bureau of Educational Research and Evaluation.
498AH70016
OEG-00-77-02069
September 1, 1977—December 31, 1978

The major outcome of this study will be a description of the factors associated with the development of sex bias in the attitudes of students as they consider potential career areas. This study will assess the magnitude of sex bias existing in attitudes of vocational educators in a rural setting, and determine the pattern of influence of these attitudes upon students' entry into educational programs preparing them for career areas considered nontraditional for their sex. Students and vocational educators from thirty vocational centers offering programs at the high school level will serve as the population for this study.

Attitudinal and Behavioral Change of Postsecondary Advisors and Students: Sex Role Stereotyping and Sex Bias in Vocational Education.
Leiterman-Stock, Peggy
Montana State Univ., Bozeman. Office of Student Affairs and Services.
498AH70289
OEG-00-77-02358
September 1, 1977—August 31, 1978

The objectives of the project are to reduce sex bias and stereotyping in students and in department heads participating in the project; reduce unconscious sexist behaviors of department heads in the advising function; increase exploration of nontraditional career options initiated by department heads during advisor-student conferences; and increase numbers of students entering nontraditional fields. An intervention strategy will be used on all participating students and department heads, and pretests and posttests will be administered.

Assessing and Modifying the Sex Role Stereotyped Attitudes of Teachers and Counselors.
Trent, E. Roger
Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing.
498AH70125
OEG-00-77-01967
September 1, 1977—February 29, 1979

The purpose of this project is to assess and modify the attitudes and behaviors of vocational education teachers and counselors toward secondary school students enrolled in traditionally "male" or "female" programs. After identifying attitudes perpetuating sex discrimination, a survey assessing these attitudes will be developed and administered to two stratified random samples of 100 teachers and counselors. After self-intervention techniques have been identified, a manual which includes techniques for self-improvement will be developed for student use.

Local Vocational Advisory Council Involvement in Effecting Sex Equity in Vocational Education.
Gorman, Anna M.
Oklahoma State Univ., Stillwater. Div. of Home Economics.
498AH70242
OEG-00-77-02540
October 1, 1977—March 31, 1979

The purpose of this project is to develop a model involving local advisory councils in planning for sex equity in vocational high school programs. The model will be evaluated on the degree of involvement of local vocational advisory councils in planning for sex equity change in vocational programs; the degree of involvement will be evaluated using a pretest and posttest control-group design. The products of the research effort will be disseminated to vocational education leaders in the form of publications.

Adult Women in Non-traditional Occupational Training: Re-entrants and Mid-Career Changers.
Kane, Roslyn D.
Rj Associates, Inc., Arlington, Va.
498AH70283
OEC-00-77-00074
October 1, 1977—September 30, 1978

The purpose of this study is to compare profiles of women twenty-one years of age or older who are enrolled in nontraditional, mixed, and traditional vocational education programs and who are mid-career changers or re-entrants. Differences among these groups in high school preparation, employment training, work history, family responsibilities, and motivations for returning to school will be determined. Data collected will be entered for computer cross-tabulation. This project will provide information on the types of support and assistance necessary to aid these women in their career decision making.

PRIORITY: EDUCATION AND WORK PROGRAM

Vocational Education Outreach: A Coordinated Approach to Guidance and Counseling.
Nichols, Jack D.
Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical, and Adult Education.
498AH70367
OEG-00-77-01951
September 1, 1977—February 28, 1979

The purpose of the project is to develop and implement a school and community-based model for maximizing the career guidance, counseling, and placement goals in a local community. This will be done by improving the coordination and articulation of career guidance and counseling services; and developing and implementing a needs assessment system, a viable outreach delivery system, and a staff development program. The planning design or model for the five components will be implemented at the selected demonstration site, field tested, and finalized for diffusion and possible adoption in other communities.

Guidance Follow-Through Program for Juvenile and Adult Offenders.
Gubbins, Edmund J.
Connecticut State Dept. of Correction School District, Hartford.
498AH70078
OEG-00-77-01945
September 1, 1977—August 31, 1978

Objectives of the project are to provide a continuation of educational and vocational decision-making and life survival skills counseling to foster clients' maintenance in the community; to provide assistance in employment, further education, and vocational education or training to clients upon their release or parole; and to determine which factors contribute to the adjustment of the inmate in the community. The design is a posttest-only control group. The results of the research will provide information regarding what factors may ultimately reduce the recidivism rate and contribute to knowledge of pre-incarcerated education and vocational training and its implication for crime prevention strategies.

Effectiveness of Externships for Counselors in the World of Work.
Warner, Thomas R.
Saint Bernard Parish School Board, Chalmette, La.
498AH70006
OEG-00-77-01484
July 1, 1977—December 31, 1978

The purpose of this project is to strengthen the existing occupational guidance and counseling program by involving counselors in a rotating externship with key businesses, industries, and trades. A stratified random sample of counselors will be selected to participate. The performance of these counselors will be studied through a comparison group who will not participate in the program. The project will provide necessary training for the supervisory personnel and counselors, and allow for implementation of vocational guidance programs reflective of the knowledge and skills gained.

Strengthening Competencies of Counselors in Avoyelles Parish in the Guidance Area of Career/ Vocational Development.
Desselle, Adam
Avoyelles Parish School Board, Marksville, La.
498AH70015
OEG-00-77-01164
July 1, 1977—June 30, 1978

The purpose of this grant is to enable elementary and secondary counselors to function more effectively in the guidance area of career and vocational development. The activities of a two-week workshop will include updating interpersonal skills of counselors, conducting field research of job needs, setting up a placement office, conducting a followup study of graduates, and planning for the implementation of a comprehensive career and vocational development program at all schools, grades K-12. Local guidance counselors will be directly in charge of implementing the plan with the assistance of appropriate school personnel.

Project COMPASS (Center for Occupational Management, Placement and Systematic Services).
Mallory, Alva E.
Genesee Intermediate School District, Flint, Mich. Vocational Education and Career Development Services.
498AH70153
OEG-00-77-02066
September 1, 1977—February 28, 1979

The purpose of the project is to develop a center to deliver comprehensive career guidance, counseling, placement, and follow-through services. The project will design a computer-assisted career development system combined with a career development and placement class; modules in career-support training; and a management system to coordinate activities of the support personnel and the users. The sample population will consist of 2,000 secondary and 350 postsecondary students, 800 adults, and 350 handicapped or disadvantaged individuals. The 100 educators will be trained in the necessary delivery skills and be provided with appropriate career information material.

Identify, Describe and Evaluate Existing Vocational Education Programs in the Metropolitan Community Colleges of Kansas City, Missouri.
Harris, Zelema
Metropolitan Junior Coll. District, Kansas City, Mo.
498AH70067
OEG-00-77-01964
September 1, 1977—August 31, 1978

The purpose of the project is to implement the curriculum model developed by MCC personnel in the evaluation of all vocational programs. Model implementation will include the administration and collection of previously field-tested questionnaires which were developed to survey various populations. Data gathered from these questionnaires plus data gathered on labor statistics, cost and enrollment figures, and facility information will be analyzed and results will be plotted on an evaluation profile. The profile is constructed to provide an evaluative overview of a program's strengths and weaknesses on each of the criterion measures.

Development and Research for Comprehensive Community-Based Guidance, Counseling, Placement and Follow-Through Assistance.
Lulos, George S., Jr.
Glassboro State Coll., N.J. Office of Career Education.
498AH70274
OEG-00-77-03028
October 1, 1977—July 31, 1978

Project objectives are to adapt and apply a model to train counselors in techniques that combine the principles of peer and career counseling; to study the effectiveness of this training model for adult populations by monitoring the applications of those techniques by the participating counselors in the counseling settings; and to assess the immediate and long-range effects of the techniques upon a client's job-seeking and job-holding abilities. Approximately thirty counselors will participate in a sixteen-week training program.

Model Program to Prepare Students Educationally and Skill-Wise for the World of Work.
Lattimore, C. Benjamin
Opportunities, Industrialization Centers of America, Inc., Philadelphia, Pa.
498AH70275
OEG-00-77-02698
September 15, 1977—September 14, 1978

The purpose of the project is to provide a comprehensive inservice program in twelve selected schools. This program will be geared to familiarizing elementary and secondary school students with the broad range of occupations which require special skills and with the requisites for such careers. The project will also provide staff in the participating schools with occupationally oriented behavioral objectives, and aid in the development of students' self-awareness and positive attitudes concerning the social and personal significance of work.

Work Experience and Exploration.
Nielsen, Richard
Bountiful High School, Utah.

498AH70066
OEG-00-77-01925
August 1, 1977—July 31, 1978

The purpose of the project is to determine if certain techniques and strategies developed by Experience-Based Career Education (EBCE) programs can be used to upgrade vocational work experience programs within the framework of their present school settings. The project will provide opportunities for students to explore vocational options, develop entry-level skills, improve schoolwork, develop positive attitudes toward school, and exercise decision-making skills. It is hoped that the student will develop knowledge, attitudes, and skill in the working world; that the dropout rate will be reduced; and that more community resources will be available to the school.

A Comprehensive National Review and Preparation of Training Materials for Student and Employer Followup.
Asche, F. Marion
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
498AH70024
OEG-00-77-02143
September 1, 1977—February 28, 1979

The purposes of this project are to identify, review, and analyze student and employer followup efforts, and to synthesize successful components and procedures into training materials having maximum utility to designers and operators of future followup studies. The project will present findings in the form of a review and synthesis document and use the results of the review in the production of a vocational followup training manual. Phase I of the project will be accomplished through three efforts: traditional review of literature, communications with state directors, and a national panel of consultants. Phase II procedures will produce the training manual.

PRIORITY: ADULT AND POSTSECONDARY VOCATIONAL EDUCATION

Competency-Based Adult and Postsecondary Vocational Education Utilizing the Adult Performance Level Approach.
Frank, Harry E.
Auburn Univ., Ala. Dept. of Vocational and Adult Education.
498AH70324
OEG-00-77-01949
September 1, 1977—August 31, 1978

The goal of the project is to further infuse adult and postsecondary vocational education with an adult performance-level competency approach. The project proposes to identify, describe, and evaluate the state of the art, formulate a model(s) for infusing adult and postsecondary education with an APL competency approach, and field test the model(s) in at least ten sites to demonstrate its effectiveness and transportability. A collection of curriculum materials now developed or being developed will be secured from selected nationwide sources.

A Proposal to Extend Existing ABE Research in a Study to Follow Career Patterns of Adult Basic Education Competencies.
Kelley, Laura W.
Human Resources Co., Eagle River, Alaska.
498AH70372
OEG-00-77-02225
October 1, 1977—January 31, 1978

The program will statistically define the impact of ABE participation upon career patterns in participants and compare urban and bush ABE participation and consequent career patterns. It will also define, in DOT code and title, typical career patterns and titles of ABE graduates. Two urban and ten bush ABE programs will be defined and a population who attended ABE will be randomly identified. Researchers will, through questionnaires, personal interviews, employment records, and direct followup, study the behavior of ABE completers for one year following ABE completion.

Life Skills for Job Success.
Dawson, Rosemary Gerber
Los Angeles Unified School District, Calif. Div. of Career and Continuing Education.
498AH70128
OEG-00-77-02214
October 1, 1977—September 30, 1978

Project objectives are to identify the everyday life skills crucial to job success; develop and validate instructional materials to teach adult vocational students the identified skills; and design management plans to link adult vocational and academic programs. The twenty-four competencies most crucial for success in the world of work will be determined. These will be the topics for which Competency Achievement Packets (CAPs) will be developed, pilot tested, revised, and disseminated. The management plan will be developed by personnel at the regional occupational centers and skills centers.

Environmental Quality and Energy Conservation Curriculum Model.
Haveman, Jacqueline E.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
498AH70085
OEG-00-77-01943
September 1, 1977—February 28, 1979

The overall purpose of the project is to develop an environmental quality and energy conservation curriculum model for use in postsecondary adult and vocational education programs. The model will provide a holistic, integrated orientation toward environmental and energy issues; a means for applying this understanding at the decision-making level; and a knowledge of vocational opportunities as they might arise from or be affected by environmental and energy concerns. The project will produce a series of model-related manuals which will outline the components of the curriculum, the competencies to be attained, and the resources needed to attain these competencies.

Project C.E.B.I. (Credit for Education in Business and Industry).
Bavier, Thomas N.
Manchester Community Coll., Conn.
498AH70135
OEG-00-77-01989
August 22, 1977—August 21, 1978

The purpose of the project will be to combine college and business resources to eliminate duplication of training. This will be accomplished by providing administrative support and coordination; providing academic and career counseling to participating employees' cooperative degree programs; evaluating company-sponsored training programs for the purpose of awarding college credit and incorporating such training into a degree program; designing continuing education courses to meet area business training needs; and offering college courses at plant or business facilities at a time convenient to employees.

Competency-Based Education Curriculum Guide for Merchandising/Marketing.
Davis, Irmagard Kop
Hawaii Univ., Honolulu. Kapiolani Community Coll.
498AH70041
OEG-00-77-01872
September 1, 1977—February 28, 1979

The purpose of this project is to develop "Competency-Based Education Curriculum Guide for Merchandising/Marketing" for the University of Hawaii Community College System which will meet the needs of persons who wish to enter the field as well as those who are already employed in it. The project will review and develop a list of all occupations in the general program area; develop task inventories for selected occupations; draw a worker mobility chart; develop competency-based instructional modules; and develop a curriculum based on a competency-based model.

Proprietary Education: Alternative for Public Policy and Financial Support—Part II.
Anderson, Marcia
Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.
498AH70093
OEG-00-77-01969
September 1, 1977—November 30, 1978

The project will complete a program directory of both resident and correspondent proprietary schools in the state; develop a model for the delivery of in-service competency-based teacher education training for proprietary schools; and complete a comparative analysis of costs of selected vocational programs in both community colleges and resident proprietary institutions. The project will develop a handbook to facilitate cooperation between community colleges and proprietary schools.

A Study to Identify, Describe and Evaluate Existing Methods of Linking Vocational Education at the Post-Secondary Level with CETA Programs—Business, Industry, Labor, and Adult Education.
Stockton, Rex
Indiana Univ. Foundation, Bloomington.
498AH70272
OEG-00-77-02138
August 25, 1977—August 24, 1978

The objectives of this study are as follows: identify existing methods of linking vocational education at the postsecondary level with business, industry, labor, CETA programs, and adult education; describe these existing methods in terms of a number of demographic and operational variables; and select a representative sample of twelve linkage systems for in-depth evaluation and site visits, after which an analysis of data will be conducted. Resulting data will be presented in case study form and final technical reports will be prepared for publications, conferences, and workshops.

Appalachian Employability Skills Project.
Eyster, George W.
Morehead State Univ., Ky. Bureau of Research and Development.
498AH70161
OEG-00-77-01954
August 15, 1977—August 14, 1978

The purpose of the project is to field test the feasibility and utilization of a new comprehensive vocational training program: *Employability Skills Series* of the Adkins *Life Skills Program.* The objectives are to assist the learners in (1) exploring their own interests and abilities; (2) acquiring the knowledge and behaviors that can enable them to take full advantage of employment opportunities; (3) using sources of job information; (4) planning time for personal and vocational goals; (5) presenting themselves effectively; and (6) developing habits that will help them get and keep a job. Trained counselors will use a wide range of audio, video, and printed materials.

Program to Describe and Evaluate the Impact of the 1976 Vocational Education Amendments Upon CETA-Post-Secondary Vocational Education Programs and Organizational Linkages.
Muth, C. Robert
Proaction Inst., East Lansing, Mich.
498AH70226
OEG-00-77-02541
October 1, 1977—March 31, 1979

The purpose of the project is to evaluate the impact of the 1976 Vocational Education Amendments upon CETA postsecondary vocational education linkages. The project will describe the program coordination that existed between CETA and postsecondary vocational education before and after the implementation of the amendments; judge the effectiveness of the mandated linkages between CETA and postsecondary vocational education; and describe the perceptions that CETA and postsecondary vocational education program operators and policymakers have about the impact of the amendments on program effectiveness.

Linkage Strategies for Program Development in Postsecondary Adult Vocational Education.
Darkenwald, Gordon G.
Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.
498AH70039
OEG-00-77-00864
July 1, 1977—December 31, 1978

The purpose of the project is to identify strategies for program development through collaborative linkages between adult vocational education agencies and other community resource systems. Specific objectives include analysis of existing linkage networks involving postsecondary adult vocational education and other resource systems; identification of costs and benefits of the major linkage alternatives; and analysis of the relationship between the nature and extent of linkage utilization and program effectiveness. Project outcomes will be distilled into a practice oriented program development manual.

A Statewide, Comprehensive Information and Referral System for Making Individuals Aware of Postsecondary Vocational and Technical Educational Opportunities.
Cameron, Walter A.
Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
498AH70069
OEG-00-77-01963
October 1, 1977—September 30, 1978

This project has three objectives. The first objective is to determine the counseling services needed for assisting individuals in coping with the barriers of sex stereotyping and handicapping conditions of the disabled in selection of vocational and technical education programs at the postsecondary level. The second objective is to collect and validate information on postsecondary vocational and technical programs and the jobs for which they prepare persons. The third objective is to develop a comprehensive program of alternative strategies for disseminating information on such programs. A model of mass-media strategies will be developed and field tested.

The Development and Testing of Adult Vocational Programs Utilizing the Adult Performance Level Competency Approach, and Related Assessment of Gains in Student Understanding and Employability.
Easter, Luke
Tennessee State Dept. of Education, Nashville. Adult Community Education.
498AH70119
OEG-00-77-01968
August 1, 1977—January 31, 1979

The main objectives of this project are to specify competencies which facilitate economic and educational success in today's society; develop devices for assessing those competencies in adults; and develop and test adult performance-level (APL) materials in the area of occupational knowledge, thus measuring the effectiveness of APL occupational knowledge materials. Adult vocational education teachers and ABE teachers will be enrolled in a four credit hour workshop where they will be trained in the APL methodology and materials.

Demonstration Project to Link Adult Vocational Education, Comprehensive Employment and Training Act, Business, Industry and Labor, and the Adult Performance Level Competency-Based High School Diploma Program (Project LINK-FOUR).
Lyle, Buel R.
Texas Univ., Austin.
498AH70123
OEG-00-77-01988
September 1, 1977—November 30, 1978

The purpose of the LINK-FOUR project is to link adult vocational education; local CETA programs engaged in vocational training; local business, industry, and labor; and the Adult Performance Level (APL) competency-based instructional system. The project will demonstrate the enhanced applicability of vocational education linked with an APL competency-based instruction system; encourage the expansion of local CETA programs engaged in vocational training to the APL system; demonstrate the viability of the competency-based route to the high school diploma; and demonstrate increased employment and job retention by LINK-FOUR participants.

Unified Technical Concepts—Phase II.
Hull, Daniel M.
Technical Education Research Center, Waco, Tex.
498AH70194
OEG-00-77-01952
October 1, 1977—March 31, 1979

As a continuation of the applications of technical concepts grant, Phase II of this project contains four objectives: (1) to identify, develop, field test, revise, and disseminate 100 additional instructional modules for use in technical schools to teach and illustrate physical science components in support of their technology curricula; (2) to assist at least two two-year, postsecondary technical institutes in the pilot testing of the modules; (3) to assist one employer organization in the implementation of a systems technician retraining program utilizing the UTC modules; and (4) to prepare a program implementation guide to assist schools and employers.

Rural Adult Vocational Education in Entrepreneurship.
Durkee, James R.
Wyoming Univ., Laramie. Dept. of Vocational Education.
498AH70044
OEG-00-77-01973
September 1, 1977—August 31, 1978

The main objective of the project is to develop instructional materials to assist vocational teachers in developing adult vocational programs in entrepreneurship in local communities. Other objectives include developing, or collecting and adapting instructional material to assist the small rural business person; designing a computer-based record and management system for owners and operators of production units in agriculture, and developing appropriate instructional materials for preparing farmers and ranchers to use those systems; and field testing the materials.

PRIORITY: CURRICULUM MANAGEMENT AND INSTRUCTIONAL MATERIALS

Occupational Analysis for Curriculum Development.
Barnes, William J.
Colorado State Board for Community Colleges and Occupational Education, Denver.
498AH70285
OEG-00-77-01946
October 1, 1977—March 31, 1979

The project is directed toward ascertaining how analyses of occupations might best be conducted in the state to provide the basis necessary for planning, implementing, and evaluating vocational education programs. Specific objectives are to provide a listing of criteria which might be used to advantage in selecting quality analyses; determine which of the two proposed procedures for analyzing an occupation is the most efficient and effective; and make available for use ten analyses of occupations relevant to vocational education programs.

The Development and Testing of Statewide, Multi-level Curriculum Management System for Georgia Vocational Education Programs.
Harville, Mary N.
Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
498AH70081
OEG-00-77-01962
September 1, 1977—February 28, 1979

The intent of the project is to design, develop, and recommend a state-wide curriculum management system and test the system by attempting to develop additional individualized student materials; prepare materials to improve the skills of building-level vocational supervisors in managing their curriculum and providing instructional leadership to their teachers; and prepare support and staff development modules to be used by teachers who are implementing the individualized instruction approach. Procedures will include development of model components and materials, testing of materials, and analysis of all data collected relative to the utilization of these components.

Development of Standards for Textiles and Clothing Postsecondary Programs.
Beavers, Irene
Iowa State Univ., Ames. Home Economics Education.
498AH70022
OEG-00-77-01165
July 1, 1977—December 31, 1978

The purpose of this project is to develop and validate student performance and program standards on a national basis. Specific objectives are to identify textiles and clothing career training programs available at the postsecondary level which require less than professional training; identify and review program guidelines; develop and validate task inventories for entry-level priority areas not yet completed; validate competencies needed in the various areas; identify common and unique competencies needed; and validate student performance standards. The performance standards will be based on task analyses, competency studies, and program standards.

A Project to Develop Performance-Based Instruction Through Task Analyses and Inservice Programs.
Ledoux, Clarence E.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
498AH70008
OEG-00-77-00865
July 1, 1977—December 31, 1978

The general objectives of this project are to analyze incumbent workers within occupational areas to be identified by the V-TECS Board of Directors; develop catalogs of performance objectives and criterion referenced measures in the identified occupational areas; utilize the performance objectives catalog in designing curriculum materials; and disseminate the catalogs for utilization in curriculum development. Task-statement surveys developed through literature search and interviews will be administered to a stratified random sampling of incumbent workers.

A Curriculum Management System for Instructing the Handicapped (Project HIRE).
Gardner, David C.
Boston Univ., Mass. Dept. of Business and Career Education.
498AH70309
OEG-00-77-01947
August 15, 1977—February 14, 1979

The project's purpose is to develop a curriculum management system for instructing handicapped students enrolled in vocational high schools. The project will develop and test new strategies and standards for utilizing teams of vocational education and special education personnel in the planning, development, and testing of curriculum and materials for use as backup instructional materials for the regular vocational programs; design, develop, field test, and refine these materials; and disseminate the findings. One team from each of four vocational technical high schools will work with university personnel to prepare at least three modules in one of four vocational areas.

A Proposal to Develop and Test Improved Procedures for the Development and Distribution of Quality Individualized Mediated Instructional Materials in Vocational Education.
Fielding, Marvin
State Fair Community Coll., Sedalia, Mo.
498AH70379
OEG-00-77-02062
October 1, 1977—March 31, 1978

The purpose of this project is to revise or develop effective procedures for developing, field testing, reproducing, and disseminating individualized mediated instructional materials. This project will develop and test procedures for improving teacher input in individualized curriculum development; develop or revise individualized instruction modules; develop and test methodology for evaluating the effectiveness of the teacher-prepared materials; develop a system to reproduce and disseminate the materials; and collect and analyze data on the costs of developing, reproducing, and disseminating these materials.

Curriculum Activity Planning for Schools.
Faust, John R.
Keene State Coll., N.H.
498AH70021
OEG-00-77-00862
July 1, 1977—December 31, 1978

The objectives of this project are three. First, a curriculum content format will be researched, developed, and then presented to a state-wide review committee for adoption by state and local administrators and instructors. Second, workshops will be conducted to train a corps of selected local vocational educators as curriculum leaders. Third, a suggested comprehensive long-range plan for curriculum revision and development will be provided state vocational education leadership.

A Management System for Modularized, Vocational Curriculum.
Adamson, Douglas T.
New York State Education Dept., Albany, Div. of Occupational Education Instruction.
498AH70061
OEG-00-77-01874
August 1, 1977—January 31, 1979

This project contains three major objectives: (1) to foster a quality curriculum and instructional delivery system for occupational education; (2) to achieve state-wide utilization of a modularized, performance-based instructional system among a majority of occupational education teachers; and (3) to assure accountability through reporting and cost-factor studies. The effectiveness of diffusion and dissemination procedures will be evaluated to provide

guidance on the degree and kind of technical support necessary for institutionalization of a revised instructional system.

Coordinated Outreach Resource Library and Instructional Support System.
Eshelby, Donald
North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.
498AH70315
OEG-00-77-03000
October 1, 1977—September 30, 1978

The establishment of a vocational education curriculum library for the state is the purpose of this project. The project will establish a loan library to serve vocational education instructors in the state; provide a vehicle of inservicing curriculum and related instructional materials to these instructors; and provide a facility and instructional materials which can be utilized to upgrade existing curricula in vocational education programs. Materials purchased under the program will be scrutinized for sex-stereotyping compatibility and usefulness.

Experimentation and Further Validation of the Interstate Distributive Education Curriculum Consortium (IDECC) Competency-Based Instructional Systems in Adult, Postsecondary, Secondary and Teacher-Education.
Williams, Terry M.
IDECC Project Office, Columbus, Ohio.
498AH70304
OEG-00-77-02226
September 26, 1977—March 25, 1979

In order to further develop and validate the IDECC system of learning, the project has set four objectives to be met. The first objective is to evaluate through experimental research the IDECC competency-based adult and postsecondary instructional system. The second objective is to develop an IDECC procedural manual for planning task analysis, developing learning activity packets, and field testing curriculum. Objective three is to test new standards for occupational task analysis in the occupational area of Department Stores. The fourth objective is to design, develop, and test new preservice and inservice teacher-training modules.

PIVOT RESEARCH II.
Cohen, Stanley B.
Philadelphia School District, Pa. Div. of Career Education.
498AH70196
OEG-00-77-02217
October 1, 1977—March 31, 1979

The purpose of the project is to determine the effectiveness of the Personalized, Individualized, Vocational Occupations Training (PIVOT) system of instruction in a variety of settings and subject areas. Experimental- and control-group classes will be established in comprehensive high schools and area vocational and technical schools; each will be taught identical curriculum segments. The same procedure will be used on EMR students. Comparisons will be made between equivalent experimental- and control-group classes to determine the effectiveness of one type of learner-paced, audiovisual delivery system in the teaching of occupational skills to regular and EMR students.

Developing a Statewide Implementation Capability for the Effective Utilization of Catalogs of Performance Objectives and Criterion-Referenced Measures Compiled by the Vocational-Technical Education Consortium of States.
Jensen, Arthur K.
Clemson Univ., S.C. Vocational Education Media Center.
498AH70101
OEG-00-77-02222
September 1, 1977—February 28, 1979

The project has three objectives. The first objective involves using corps teachers to validate and modify the job relevancy of existing curriculum through the use of performance objectives and criterion-referenced measures developed by V-TECS. The second objective involves enabling corps teachers to use performance-based instruction. The third objective involves enabling inservice teachers to utilize instructional packages on an ongoing basis as new catalogs are received and implemented. A series of learning activity packages will be selected or developed to educate administrators, teachers, and prospective teachers in the effective utilization of performance objectives.

Verification of Psychomotor Skill Sequences for Different Piaget Learning Modes.
Randall, A. Kent
Weber State Coll., Ogden, Utah. Dept. of Manufacturing Engineering Technology.
498AH70360
OEG-00-77-02061
October 1, 1977—March 31, 1979

During this grant period, the objectives will be to produce sixty-five to seventy-five psychomotor-skill "imitation"-level instructional films for machine shops; produce twenty to twenty-five cassette tapes for selected machine shop psychomotor skills to supplement sixty tapes produced under previous grants; and verify the psychomotor-skill sequence

for different Piaget learning modes using the secondary and two postsecondary classes as control groups. This research grant will provide partial verification of a definite model for learning in vocational education.

Development of a Comprehensive Curriculum Management System.
Ortiz, Luis Rafael
Puerto Rico State Dept. of Education, Hato Rey.
498AH70220
OEG-00-77-03027
October 1, 1977—September 30, 1978

This project has two objectives: (1) to implement an improved system for curriculum development and management built upon the system in use within the vocational, technical, and high skills education programs; and (2) to develop a management plan for curriculum and instructional development and improvement that draws together, supplements, and articulates procedures now in use. The planned system will be developed in five phases: identification and description of the existing system; description of the desired system; needs assessment; strategies to deliver the desired system; and evaluation and improvement of the system.

PRIORITY: PERSONNEL DEVELOPMENT FOR VOCATIONAL EDUCATION

Professional Renewal of Guidance Personnel.
Nash, Clifton
Alabama State Dept. of Education, Montgomery.
498AH70336
OEG-00-77-01950
September 1, 1977—February 28, 1979

Project objectives are to develop and test a model for updating and providing local school personnel with the expertise necessary to develop and implement a comprehensive guidance, counseling, placement, and followup system; and to establish a Counselor Renewal Center to update local school personnel with current concepts and practices of comprehensive guidance and counseling systems. A search of the literature and a panel of experts will be used to determine the competencies that local guidance and counseling personnel need in order to develop a comprehensive guidance and counseling system.

Instructional Leadership Development in Generic Work Skills.
Banathy, Bela H.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
498AH70082
OEG-00-77-01944
September 1, 1977—December 31, 1978

The purpose of the project is to design, validate, and disseminate a personnel development program to improve the competence of instructional leaders in planning and implementing curricula in generic work skills. Procedures will be to design a model for the professional development of instructional leadership in generic work skills, develop a training program, test the program, and disseminate information about the program. Program components will include an orientation guide, a curriculum content module, an instructional management module, a trainer's guide, and an evaluation manual.

The Development and Field Testing of a Computer Managed Delivery System for Improving the Inservice Training of Vocational School Personnel.
Pyle, Robert B.
Delaware Univ., Newark. Dept. of Occupational Education.
498AH70038
OEG-00-77-01163
July 1, 1977—June 30, 1978

The purpose of this project is to investigate the feasiblity of delivering instructional modules for preparing and certifying inservice vocational education teachers via a computer-managed instructional system. To meet this objective, the project will develop the computer-based system; develop and field test twenty modules of instruction; and develop a procedure for evaluating the effectiveness and efficiency of the individual performance-based modules as delivered by a computer-based system. The program will utilize Competency-Based Teacher Education or Performance-Based Teacher Education modules; utilize advisement processes; and develop performance-based modules.

Development and Implementation of an Innovative Program of Vocational Special Needs Teacher Preparation.
Kaufman, Jack
Idaho Univ., Moscow. Coll. of Education.
498AH70034
OEG-00-77-01162
June 13, 1977—December 13, 1978

This project contains three objectives. The first objective is to present two four-week training sessions to prepare six affiliate faculty candidates as affiliate instructors of vocational special needs education. The second objective is to supervise and monitor the presentation of two three-semester credit courses in vocational special needs teacher preparation at six areas within the state. The third

objective is to determine and compare the cost-effectiveness of the delivery system developed in the project to the cost-effectiveness of the teacher system in effect prior to the project.

Establishing the External Validity of a Transportable System of Staff Development.
Smith, Brandon B.
Minnesota Univ., Minneapolis. Research and Development Center for Vocational Education.
498AH70203
OEG-00-77-01991
August 15, 1977—August 14, 1978

The purpose of the project is to establish the reliability, validity, and utility of a set of instruments and procedures for a transportable system of staff development for secondary and postsecondary vocational instructors. The procedures include a computerized feedback for teachers, supervisors, and chief administrators; development of a feedback-interpretation booklet; and the conduct and evaluation of a feedback workshop for all participants. A series of specific research questions will be tested to assess test-retest and internal consistency, reliability, and the validity of all ratings.

Programs for Training Vocational Teachers in Selected Areas of Teacher Shortage.
Lee, Jasper S.
Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.
498AH70027
OEG-00-77-01166
July 1, 1977—June 30, 1978

The primary objective of the project is to develop a training procedure for preparing persons with nonteaching professional degrees to become vocational agriculture teachers. The project will survey state supervisors of agriculture education to determine the current utilization made of such persons; survey state supervisors of and teacher educators in agricultural education and a sample of teachers to evaluate the strategies used in recruiting and training persons with nonteaching professional degrees to be vocational agriculture teachers; and develop, print, and distribute a procedure for obtaining and preparing such persons as vocational agriculture teachers.

The Development and Evaluation of a Supervised Occupational Experience Program.
Edmunds, Neil
Nebraska Univ., Lincoln. Teachers Coll.
498AH70174
OEG-00-77-01955
August 15, 1977—November 14, 1978

The purpose of this research project is to measure the effectiveness of supervised occupational experiences in developing the professional competencies of preservice vocational education teachers. The project will develop and test a measurement instrument; and develop, implement, and evaluate the effectiveness of a supervised occupational experience program. An experimental and a control group will be identified at each of four teacher education institutions and a pretest administered to both. After the experimental group completes the instructional program developed for the project, a posttest will be administered to both groups. Data from the test will be analyzed to determine gain in competency development.

Defining Teacher Education for Health Occupations.
Hill, Alberta D.
Washington State Univ., Pullman. Coll. of Education.
498AH70138
OEG-00-77-02213
September 1, 1977—May 31, 1978

This project will define program content and alternative delivery systems for a program of teacher education for health occupations teachers in the state. Objectives are to identify appropriate competencies and performance objectives; determine the importance of and need for instruction in each performance objective; identify appropriate delivery systems; identify techniques to help eliminate sex stereotyping; produce a planning guide which outlines appropriate content and delivery systems; and disseminate the guide to appropriate resource agencies and to persons interested in and responsible for health occupations teacher education.

PRIORITY: COMPREHENSIVE SYSTEMS OF GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH

Extension and Dissemination of Research Products for National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance: California Center.
Swan, Robert J.
California State Univ., Long Beach. Long Beach Foundation.
498AH70142
OEG-00-77-03205
October 1, 1977—March 31, 1979

This project will produce and disseminate skill-based approaches to staff development in career guidance. Available competency-based staff development modules will be integrated and systematically revised;

additional modules which fill identified gaps will be developed and field tested; alternate modules will be developed; a regionalized dissemination system will be developed and implemented; and research on installation and viability of modules and training models in preservice and inservice settings will be conducted and reported.

National Rural Career Guidance Communications Network.
Haveman, Jacqueline E.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
498AH70084
OEG-00-77-03145
October 1, 1977–December 31, 1978

This project will develop a communication network to promote active information exchange among rural and small schools regarding successful career guidance programs and practices. A consortium of three agencies, including Far West Laboratory, ERIC Clearinghouse on Rural and Small Schools (New Mexico State University), and The Center for Vocational Education (The Ohio State University), will develop and implement the communication network by surveying the information and communication needs and implementing a plan to communicate ideas, materials, and consultative assistance.

Extension and Dissemination of Research Products for a National Consortium on Competency-Based Staff Development.
Wittmer, Joe
Florida Univ., Gainesville. Dept. of Counselor Education.
498AH70167
OEG-00-77-02219
October 1, 1977–March 31, 1979

This project is an attempt to make significant changes in preservice and inservice staff development for personnel establishing comprehensive programs of career guidance, counseling, placement, and follow-through. The team, comprised of two counselor educators and a member of the State Department of Education, will be coordinated by an AIR center to integrate and revise available AIR competency-based staff development modules. The team will develop and field test additional modules to fill identified gaps and develop alternate models that demonstrate use of competency-based resources.

Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement, and Follow-Through.
Slater, J. Marlowe
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
498AH70035
OEG-00-77-02142
October 1, 1977–March 31, 1979

The project will help educational agencies use systematic planning to operate comprehensive guidance and counseling programs at maximum efficiency. The project will identify and compile a list of planning models; prepare a variety of educational and community personnel in the use of planning tools; profile a planning model to demonstrate how they can be adapted to fit local school system needs; and evaluate the model's effectiveness in a variety of school system settings.

The Assessment of Competencies for a Comprehensive Delivery System of Guidance.
Gibson, Robert L.
Indiana Univ. Foundation, Bloomington.
498AH70387
OEG-00-77-03002
October 1, 1977–December 31, 1978

The project will identify and describe existing exemplary practices and models for upgrading required knowledge and competencies of those providing comprehensive systems of guidance. Following site visits and analyses, the project will design a system providing information necessary for the planning and implementation of comprehensive, competency-based training programs. The foundation for the analyses of data is associated with the Association for Counselor Education and Supervision position on fifteen competencies necessary for counselors.

Library Information for Vocational Education Systems (LIVES).
Gibson, Robert L.
Indiana Univ. Foundation, Bloomington.
498AH70321
OEG-00-77-03001
October 1, 1977–September 30, 1978

This project, aimed at minorities and the disadvantaged, will provide a pilot program in the public library where low-income or unemployed adults can find non-biased, non-stereotyped vocational information, guidance, and referral in the areas of job training, job opportunities, required skills, job descriptions, employment outlooks, and related concerns. In a five-day workshop, librarians will be introduced to vocational materials and interpersonal skills necessary to serve these adults.

Extension and Dissemination of Research Products for a National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance: Maryland Center.
Schlossberg, Nancy K.
Maryland Univ., College Park. Dept. of Counseling and Personnel Services.
498AH70088
OEG-00-77-02850
October 1, 1977–March 30, 1979

The Maryland Center will attempt significant changes in pre- and inservice staff development in career counseling of junior high women, in bridging the gap between education and work, and in developing career counseling for adults in industrial settings. Training modules will be developed and field tested as a pre- and inservice training vehicle for junior high counselors, school administrators, and supervisory personnel.

Extension and Dissemination of Research Products for a National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance.
Walz, Garry R.
Center for Personal Empowerment, Inc., Ann Arbor, Mich.
498AH70137
OEG-00-77-02375
October 1, 1977–March 31, 1979

Michigan will be one of a five-state consortium (California, Florida, Maryland, Michigan, and Washington) coordinated by the American Institutes for Research to develop competency-based learning modules to improve pre- and inservice staff development for personnel establishing comprehensive programs of career guidance, counseling, placement, and follow-through; and disseminate these resources, as well as existing ones, through the geographic region to be serviced by Michigan.

National Rural Career Guidance Communication Network.
Edington, Everett D.
New Mexico State Univ., Las Cruces. Center for Vocational Education.
498AH70323
OEG-00-77-01948
September 1, 1977–February 29, 1979

This three-agency consortium project will design, develop, implement, and evaluate a nationwide career guidance communication system for personnel in rural and small schools. The project will conduct a rural school career guidance information needs assessment; implement a system for communicating career guidance ideas, methods, materials, and consultative assistance; develop support audio or visual aids; develop a current listing of the nation's rural schools and key consultants; and conduct five regional leadership training workshops.

National Rural Career Guidance Communication Network.
Drier, Harry N., Jr.
Ohio State Univ., Columbus. Center for Vocational Education.
498AH70256
OEG-00-77-02133
September 1, 1977–November 30, 1978

This three-agency consortium project will design, develop, implement, and evaluate a nationwide career guidance communication system for personnel in rural and small schools. Procedures will include conducting a rural school career guidance information needs assessment; developing support audio or visual aids; developing and communicating information about promising materials and practices applicable to rural schools; and conducting five regional leadership training workshops.

Extension in Dissemination of Research Products for a National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance: Washington State Center.
Anderson, Marjorie
Office of Superintendent of Public Instruction, Olympia, Wash.
498AH70377
OEG-00-77-02224
October 1, 1977–March 31, 1979

The proposed five-state consortium (California, Florida, Maryland, Michigan, and Washington), coordinated by the American Institutes for Research will attempt significant change in pre- and inservice staff development for personnel establishing comprehensive programs of career guidance, counseling, placement, and followup. The consortium will integrate and systematically revise available competency-based staff development modules; develop alternate models; and develop and implement a regionalized dissemination system.

Development of a Planning Model and State and Local Plans for Improving Comprehensive Systems of Career and Vocational Guidance, Counseling, Placement, and Follow-Through.
Thomas, Wilbert Roy
West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
498AH70224
OEG-00-77-02132
September 1, 1977–October 31, 1978

This project will develop a planning model and a state plan for improving comprehensive systems of career or vocational guidance, counseling, placement, and follow-through in West Virginia. The project will assess existing career and vocational guidance services and needs; assess changes needed to improve career and vocational guidance services; and develop a model state and local plan which may feasibly be implemented.

PRIORITY: ADMINISTRATION OF VOCATIONAL EDUCATION AT THE STATE AND LOCAL LEVEL

An Analysis of Alternatives for the Implementation of Part A, Sec. III (2) (A) and (B) Payment to States of Public Law 94-482.
Allen, David
California Univ., Los Angeles. Univ. Extension. Vocational Education Teacher Education Office.
498AH70156
OEG-00-77-03204
October 1, 1977–September 30, 1978

To provide states with realistic alternatives in financing and maintaining state-level administrative activities, this project will analyze alternatives for the implementation of Part A, Section III (2) (A) and (B) Payment to the State of Public Law 94-482 and develop models from this analysis which may be replicated. Procedures will include gathering, analyzing and reviewing information from state directors; developing, refining, and finalizing conceptual models; and preparing publications and disseminating information to USOE and the states.

Mainstreaming Workshops for Vocational Administrators.
Dahl, Peter R.
American Institutes for Research, Palo Alto, Calif.
498AH70316
OEG-00-77-02227
September 15, 1977–January 14, 1979

To provide quality service to handicapped students, this project will identify the primary areas of concern that should be addressed in workshops and resources of value to vocational educators serving handicapped students in their programs. Other objectives of this project are (1) developing and preparing workshop and resource materials to address the identified concerns; (2) conducting a series of workshops to increase the skills of vocational administrators; and (3) revising and distributing the materials to USOE, the State of California, and ERIC.

Review and Description of Vocational Education Project Cost Allocation and Reporting Systems in the Territory of Guam.
Christensen, Paul R.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
498AH70083
OEG-00-77-02979
October 1, 1977–February 28, 1978

The nature and extent of present methods of allocating and controlling and comparing costs to an allowable budget will be determined in this project. In addition, the cost, control, and reporting systems will be described in a way which may be used by non-accountants responsible for managing vocational education projects. Federally required procedures will be reviewed, and informal suggestions to increase usefulness of data provided to vocational education managers will be provided.

A Comprehensive Management Model for the Development, Field Testing, and Impact Assessment of PBVE Programs.
Hornback, Edgar E.
Indiana State Board of Vocational and Technical Education, Indianapolis.
498AH70091
OEG-00-77-02060
September 15, 1977–September 14, 1978

Fifteen teachers will be trained in implementing Performance-Based Vocational Education (PBVE) and PBVE curriculum development based upon data from the Vocational-Technical Education Consortium of States. The final phase of the field review for the Domain Referenced Testing Model will be completed. A Field Tested Assessment Model for Determining Pre-Instruction Capabilities of Students will be made available in the areas of auto mechanics, horticulture, and machine trades.

A Research Project to Determine the Reasons for an Imbalance of Women in Administrative Positions in Vocational Education.
Litchfield, Carolyn G.
Kentucky Univ., Lexington. Coll. of Education.
498AH70305
OEG-00-77-02290
September 15, 1977–March 14, 1979

Reasons for the imbalance of women in administrative positions in a vocational education will be assessed in this project. Two studies will be conducted. One will identify the attitudes of women in vocational education toward accepting or aspiring to administrative positions. A second will identify attitudes, policies, and practices of employers in hiring women for administrative positions. Data obtained will be translated into strategies to eliminate sex-role stereotyping.

Needs Assessment Procedure: Mainstreaming Handicapped.
Hughes, James H.
Systems Sciences, Inc., Chapel Hill, N.C.
498AH70191
OEG-00-77-00070
September 1, 1977—March 31, 1978

By designing and developing a new needs assessment procedure to be used specifically by local vocational education administrators, this project will identify needs and barriers to mainstreaming; develop strategies for meeting the identified needs and overcoming the barriers; and plan successfully for strategy implementation. The project is concerned with the set of interactions that comprise the public school setting in which the vocational education program operates. The procedure will assess the perceptions and preferences of the primary interacting members of the school setting.

Establishing the Basis for a Multi-Purpose Local Labor Market Information System: Assessment of User Need and Data Availability.
Kinnison, Joyce F.
North Carolina State Dept. of Administration, Raleigh.
498AH70211
OEG-00-77-02137
September 1, 1977—August 31, 1978

To develop a multi-purpose local Labor Market Information (LMI) system, this project will (1) assess major user needs for LMI by type of use; (2) place user needs in priority order for LMI; (3) identify, inventory, and classify existing federal, state, and local sources of localized LMI; (4) match user need for information with available LMI; and (5) derive a common core of labor market data elements. A final report which documents all phases of the project will be prepared.

Rhode Island Vocational Educational Management Information System Modifications.
Pontarelli, Frank A.
Rhode Island State Dept. of Education, Providence. Bureau of Vocational-Technical Education.
498AH70029
OEG-00-77-02221
September 1, 1977—September 30, 1978

The Vocational Module of the Rhode Island Educational Management Information System will be developed and refined in this project to integrate all levels of occupational training, regardless of funding source or purpose. In addition, an occupational enrollment projection model and a coupling of those designs with manpower data and the manpower simulation model will be planned and designed. Ongoing manpower systems used by other states and agencies will be reviewed for transportable ideas.

Project IVA: Improving Vocational Administration.
Pope, Billy N.
Texas Region 10 Educational Services Center, Richardson.
498AH70071
OEG-00-77-01875
September 1, 1977—February 28, 1979

Preservice and inservice programs designed to teach or improve competencies of administrators of vocational education in Texas will be upgraded as a result of this project. To accomplish this, the project will survey existing preservice and inservice training programs for administrators; identify the needs of administrators responsible for administration of vocational programs; develop inservice materials in modular form to address these needs; and design and validate a training package to increase the management skills of administrators with vocational education responsibilities.

PRIORITY: SPECIAL PROJECTS OF NATIONAL SIGNIFICANCE

Opportunities in Vocational Education for American Indians.
Gress, Betty L.
Coalition of Indian Controlled School Boards, Inc., Denver, Colo.
498AH70003
OEG-300-77-0033
February 16, 1977—August 16, 1977

A national conference will be held on the opportunities in vocational education for Indian people. This conference will acquaint the Indian community with the Contract Program for Indian Tribes and Indian Organizations as well as other vocational education programs. Conference attendees will receive a report of the conference proceedings.

The Development of an Instrument to Evaluate Vocational Education Programs.
Drewes, Donald W.
CONSERVA, Inc., Raleigh, N.C.
OEC-300-77-0262
June 13, 1977—October 12, 1977

This project will convene a vocational education task force to assist in establishing criteria and instrumentation which can be used by USOE to assess the strengths and limitations of a state's vocational education planning and student followup procedures. Specifically, the project will develop criteria and prototype instrumentation; field test the instrumentation; and revise the procedures and instrumentation as appropriate.

AIM/ARM: Abstracts of Instructional and Research Materials in Vocational and Technical Education.
Magisos, Joel H.
Ohio State Univ., Columbus. Center for Vocational Education.
498AH70086
OEC-300-75-0141
March 1, 1977—February 28, 1978

The project will achieve effective use of research reports, program descriptions, and instructional materials by individuals in the field of vocational and technical education. The project will prepare information about completed and ongoing research and curriculum development for *Resources in Vocational Education;* conduct searches and prepare interpretive papers; and link to other elements of the national information network. A report of projects funded by the Division of Research and Demonstration (USOE/BOAE) will also be produced.

Resources in Eliminating Sex-Role Stereotyping in Vocational Education.
Budke, Wesley E.
Ohio State Univ., Columbus. Center for Vocational Education.
498AH70001
OEC-300-77-0012
December 16, 1976—December 15, 1977

This project will identify and publish a list of resources on sex-role stereotyping in vocational education. This resource list will provide USOE staff and state and local vocational education staffs with resource materials appropriate for increasing awareness and understanding of the problem of sex-role stereotyping, and for developing effective strategies to eliminate sex bias in vocational education.

Study to Determine Anticipated Areas of Vocational Education Teacher Shortage FY 1978.
Koble, Daniel E., Jr.
Ohio State Univ., Columbus. Center for Vocational Education.
OEC-300-77-0269
June 16, 1977—August 31, 1977

The project will survey fifty state boards for vocational education and will identify teacher shortages according to instructional areas which require certification. The project will enable states to determine where preservice emphasis needs to be given, and will be of assistance to departments of education in counseling education majors more effectively and in planning preservice programs adequate to meet the needs of teachers.

Implementation of Experience-Based Career Education. (Continuing Project)
Nash, Jim
Conecuh County Board of Education, Evergreen, Ala. Dept. of Career Education.
502AH60066
OEG-04-76-03000
September 28, 1976—September 27, 1979

Project objectives are to enable students to integrate career decision-making skills, basic skills, life skills, and job-related skills in such a way that they can make a vocational decision which will lead directly to college, vocational-technical school, or job entry. The program will be developed around the Northwest Regional Education Laboratory model and will be student-centered, using Experience-Based Career Education. A mobile classroom will serve as a learning center at each of four high schools and as headquarters for participating students from that school. The Appalachia Educational Laboratory will conduct a third-party project evaluation.

Planning Project for the Further Development and Demonstration of the Instructional Strategies, Methods, and Techniques of the National Institute of Education's Experience-Based Career Program.
Mason, Glenys
Mobile County Public Schools, Ala. Div. of Curriculum and Instruction.
502AH60068
OEG-104-77-02000
December 1, 1976—November 30, 1979

Further development and demonstration of the instructional strategies, methods, and techniques of the National Institute of Education's Experience-Based Career Education program is the purpose of the project. It will be carried out in conjunction with an inschool cluster program structure designed for occupational exploration and initial job preparation as defined in Priority Area II, and based on the Research for Better Schools model.

Occupational Cluster/Experience Project. (Continuing Project)
Gilman, J. M.
Cordova Public Schools, Alaska.
502AH60088
OEG-10-76-00075
September 13, 1976—September 12, 1979

The effectiveness of the existing Cordova Junior High School program will be increased through expansion of curriculum flexibility which will permit the focus of educational experiences on a wide variety of careers, integration of academic experiences and onsite career exploration, and change in the role of community employers from supervisor/employers to learning guides or teachers. The Northwest Regional Laboratory's Experience-Based Career Education materials and techniques will be used to incorporate a cluster approach at the seventh- and eighth-grade levels.

The Tucson Experience-Based Career Education Program. (Continuing Project)
Hunt, George
Tucson High School District One, Ariz.
502AH60104
OEG-09-76-00178
October 1, 1976—September 30, 1979

Further development, expansion, and dissemination of the District's career education program through operation of a career development center is the purpose of the project. The center will allow direct involvement for 300 juniors and seniors and serve as a demonstration program for the district's nine high schools. Objectives are to improve students' attitudes, skills, and knowledge in various career areas. Aspects of the Experience-Based Career Education model will be integrated into the cluster-based curriculum.

A Team Approach to Develop and Implement an In-School Cluster Structure Designed for Occupational Exploration and Initial Job Preparation. (Continuing Project)
Clevenger, Earl A.
Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
502AH60094
OEG-61-76-00966
September 21, 1976—September 30, 1979

High school students will be given the opportunity for occupational exploration and initial job preparation at a variety of community sites. There will be further development and demonstration of the strategies, methods, and techniques of Experience-Based Career Education (EBCE) in coordination with an inschool occupational cluster design. The State Education Agency will cooperate with a state post-secondary vocational-technical school and three local education agencies to implement an EBCE program in three school districts.

Career Ladder Infusion Model Building. (Continuing Project)
Tholl, Robert
Garden Grove Unified School District, Calif. Office of Career and Continuing Education.
502A950002
OEG-391-75-0038
June 30, 1975—June 30, 1978

Increasing students' awareness of the various stages of career development, enabling them to see themselves in relationship to career development, and increasing competency in the basic skills through performance-based curriculum are the objectives of the project. A model will be developed for infusing career education concepts and skills into the existing curriculum for students in grades 10, 11, and 12 in Pacific High School.

Exemplary Career Education Program. (Continuing Project)
Harb, Easa
Grossmont Union High School District, La Mesa, Calif.
502A950014
OEG-391-75-0039
June 30, 1975—June 30, 1978

By providing counseling and articulation, the present vocational education program (including training for health occupations, diesel mechanics, aviation, business, and other fields) will be improved. Vocational counseling programs will be implemented for students enrolled in the District's ten high schools, occupational training center, and other specialized training facilities. Articulation will be developed among the program, feeder schools, and the area community college.

Operational Model for Career Development and Vocational Preparation. (Continuing Project)
Upton, Anne
California State Dept. of Education, Sacramento.
502A950015
OEG-391-75-0089
June 30, 1975—June 30, 1978

Field-tested transportable models of career development/vocational preparation programs with strong, competency-based staff development and evaluation components will be made available to all California school districts as a result of this project. The project aims to raise students' occupational aspirations and opportunities, and to bridge the gap between school and the world of work. A Vocational Education Support Unit, Career Education Task Force, and Pupil Personnel Services Unit and two school districts will establish and operate a consortium designed to develop two demonstration sites for model career education programs.

Colorado Experience-Based Career Education Model (7-10). (Continuing Project)
Barnes, Bill
Colorado State Board of Community Colleges and Occupational Education, Denver.
502AH60067
OEG-08-76-00111
September 1, 1976—August 31, 1979

Based on the Experience-Based Career Education (EBCE) programs of the Northwest Regional Educational Laboratory and Research for Better Schools, an exploratory model will be pilot tested and field tested in each of four participating sites representative of the schools in Colorado. The components and strategies of the model will contain the necessary inservice programs, implementation plans, evaluation procedures, and other pertinent information for each strategy.

Demonstration of NIE's Experience-Based Career Education Program. (Continuing Project)
Dole, David
Portland Board of Education, Conn.
502AH60012
OEG-310-76-0051
September 17, 1976—September 16, 1979

The project will provide a bridge between career-oriented and academics-oriented educational activities; provide students with the personal attitudes and skills required to make effective career decisions; expand and focus student career aspirations; increase student motivation to learn and achieve; increase cooperation between the educational and manpower institutions; broaden occupational opportunities for youth; and provide expanded learning opportunities to students who are academically, socioeconomically, or otherwise handicapped.

Experience-Based Career Education (EBCE). (Continuing Project)
Toccafondi, Primo
Newark School District Board of Education, Del.
502AH60038
OEJ-03-76-00229
October 1, 1976—September 30, 1979

This project will provide an alternative program for high school students which will result in a higher level of knowledge and understanding of the relationship between their academic, career, and interpersonal skills and ultimate success in careers than that of young persons in a traditional program. The Experience-Based Career Education model developed by the Northwest Regional Educational Laboratory will be adapted and demonstrated. Approximately sixty students will be involved in the first year, 120 in the second year, and 180 in the third year.

An Experience-Based Career Education Program for Students in the Comprehensive High Schools. (Continuing Project)

Datcher, Ellen F.
District of Columbia Public Schools, Washington, D.C.
502AH60087
OEJ-03-76-00226
October 1, 1976–September 30, 1979

The program will implement a comprehensive, individualized alternate plan of full-time learning for high school students. The program will rely upon active participation of the community to provide direct, nonpaying learning experiences in real-life settings as preparation for future careers. The Experience-Based Career Education model will be adapted to meet the needs of the students. Key features will include enlisting competent adults from all sectors of the community as partners in the educational process, redefining the role of school staff and students in planning and carrying out individualized learning plans, and providing learning activities.

Demonstration of a Secondary and Post-Secondary Experience-Based Career Education Program in Florida.
Mills, Joe D.
Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
502AH70024
OEG-04-77-03001
July 1, 1977–June 30, 1980

The purpose of the project is to further develop, expand, diffuse, demonstrate, and evaluate an educational program which provides an experience-based career education (EBCE) component at the secondary level in Broward, Pinellas, and Orange school districts and at the postsecondary level in Manatee Junior College. These four sites will be extensions of currently operating exemplary career education models. An orientation to EBCE will be held for participants' parents and techniques developed for assessing student achievement. A system for developing a continuously expanding catalog of objectives, activities, and resources will be developed. Dissemination activities will be conducted so that the four models may be adapted at secondary and postsecondary levels throughout the state.

Demonstration of the National Institute of Education's Experience-Based Career Education. (Continuing Project)
Fritchley, Ronald L.
Pioneer Cooperative Educational Service Agency, Cleveland, Ga.
502AH60016
OEG-04-76-03001
September 9, 1976–September 8, 1979

The project will implement and demonstrate the Far West Laboratory Experience-Based Career Education model in such a way that students will show growth in the areas of basic skills, self-development, career awareness, decision-making, interpersonal skills, and problem solving. Pioneer Cooperative Education Service Agency will serve as fiscal agent and program manager to implement the program in the three Hall County high schools during the first year. Two high schools will be added the second year, and all high schools will be operating the third year.

Holomua Project. (Continuing Project)
Mizuba, Kiyoto
Hawaii State Dept. of Education, Honolulu. Hawaii Administrative District.
502AH60019
OEG-09-76-00182
September 1, 1976–August 31, 1979

An alternative educational program for 165 high school students will be implemented and demonstrated via this project. Students will gain an opportunity to better prepare and develop post-secondary school career plans through direct contacts with adults in real-work situations located in the community. Cooperating employers will provide career stations to enable students to explore and experience various occupations. Basic academic skills and individually prescribed instruction will also be stressed.

Experience-Based Career Education Implementation and Demonstration Project. (Continuing Project)
Matthews, Paul
Pocatello School District 25, Idaho.
502AH60060
OEG-10-76-00076
September 16, 1976–September 15, 1979

The project is designed to provide young people in the District's schools with a full-time alternative educational program in which student participants will be awarded credit toward high school graduation requirements. The Experience-Based Career Education model, developed in Tigard, Oregon, by Northwest Educational Laboratory, will be adapted to the need of the school district and community. Components will include use of the Learning Plan Cycle to develop individual learning plans through a continuous process of assessment, prescription, evaluation, and integration and through learning strategies.

Illinois Experience-Based Career Education Project. (Continuing Project)
McCage, Ronald D.
Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

502AH60022
OEG-05-76-00215
September 15, 1976–September 30, 1979

Three distinct delivery systems will be used to provide individualized career exploration experiences for high school students in their respective communities. Staff in Sycamore C. U. School District 427 will be implementing Experience-Based Career Education (EBCE) materials developed by the Far West Educational Laboratory (FWEL). District 204 will implement the FWEL materials in an urban community. Decatur School District 61 will use the Northwest Regional Educational Laboratory model.

Urban Area Experience-Based Exploration for Career Decisions.
Hoffman, Wally
Indianapolis Public Schools, Ind.
502AH60048
OEG-05-77-0002
January 15, 1977–January 15, 1980

Strategies, techniques, and methods of the Northwest Regional Educational Laboratory's Experience-Based Career Education Program will be implemented into the regular career education program of the Indianapolis Public Schools. The procedure will include basic introduction to cluster structure, life-planning skills, competency building, and problem-solving techniques. Exploration and/or specialization will take place during a ninety-day experience in the community during the junior or senior year.

Expand and Improve the Instructional Strategies, Methods, and Techniques of Research for Better Schools (RBS) Experience-Based Career Education Program with a Currently Existing K-12 Career Education Program. (Continuing Project)
Williams, James E.
New Albany-Floyd County Consolidated School Corp., Ind.
502AH60001
OEG-05-76-00217
September 17, 1976–September 16, 1979

Improved career decision-making capabilities by students will be facilitated by expanding their personal, occupational, and curricular awareness. Learning and reality-based experiences will be provided to enable students to make rational decisions related to academic and career plans. The project will adapt the materials and information from the Research for Better Schools' Experience-Based Career Education program to improve the local K-12 career education plan.

An Experience-Based Career Education Project for a League of Secondary Schools in Merged Area V, State of Iowa. (Continuing Project)
Larson, Carl
Iowa Central Community Coll., Fort Dodge. Div. of Career Education.
502AH60021
OEG-07-76-00090
October 1, 1976–September 30, 1979

Iowa Central Community College will act as facilitator and provide necessary staff and facilities for thirty-three local high schools to implement the Experience-Based Career Education model developed by the Appalachia Educational Laboratory. Activities will include establishing a steering committee of school administrators and business leaders; hiring and training learning coordinators to facilitate student activities; coordinating school administration and staff, parents, and business and industry management personnel; and conducting the program in the College learning centers and at local experience sites.

Wichita Experience-Based Career Education Project. (Continuing Project)
Best, Kenneth G.
Wichita Unified School District 259, Kans.
502AH60070
OEG-07-76-00091
October 1, 1976–September 30, 1979

The Appalachia Educational Laboratory's model of Experience-Based Career Education (EBCE) will be adopted as a comprehensive alternative to high school by providing students with access to adults and adult environments throughout the community. The project will provide for the development and refinement of career decision-making skills in addition to basic academic skills. The first semester of the program will be used for activities prerequisite to student participation. Learning coordinators will help students develop individualized learning plans. EBCE opportunities will be available to all 1800 students by the end of the third year.

Experience-Based Career Education. (Continuing Project)
Murphy, E. B.
Fayette County Public Schools, Lexington, Ky.
502AH60002
OEG-04-76-03002
September 28, 1976–June 30, 1979

The purpose of the project is to establish an alternative approach for completion of a substantial portion of the high school graduation requirements by earning required and elective course credits through

community-based activities for juniors and seniors. The Experience-Based Career Education model developed and field tested by the Northwest Regional Educational Laboratory will be replicated in the four high schools in the school system with fifty to sixty students in the first year, 100 to 130 in the second, and 140 to 160 in the third.

A Proposal to Implement an EBCE Model. (Continuing Project)
Jenks, Houston C.
Saint Charles Parish School Board, Luling, La.
502AH60047
OEG-61-76-00969
September 27, 1976—September 26, 1979

The Experience-Based Career Education model developed by Research for Better Schools, Inc., will be used to provide a program with three components: career development, career guidance, and an academic resource center. In the first year, the program will be offered to forty students in one high school. A second high school will be added the second year, increasing enrollment to 140 students. Capacity will increase to 240 in the third year.

Experience-Based Career Education. (Continuing Project)
Bagley, Roy
School Administrative District 51, Cumberland Center, Maine.
502AH60100
OEG-310-76-0050
September 17, 1976—September 16, 1979

An Experience-Based Career Education model which will serve as an alternative to the standard high school program will be the result of the project. The Appalachia Educational Laboratory will train staff members. In the first year, twenty-five Greely High School students will be involved with learning coordinators and community resource persons in implementation of the individualized learning process. The number of participants will increase to fifty in each semester of the second year and to seventy in each semester of the third.

Experience-Based Career Education. (Continuing Project)
Hall, H. Eugene
Regional Education Service Agency, Cumberland, Md.
502AH60039
OEJ-03-76-00231
October 1, 1976—September 30, 1979

The Agency will implement the Appalachia Educational Laboratory (AEL) Experience-Based Career Education model for students from two public and one parochial high school in Cumberland. Individualized learning programs will include documented career exploration and academic experiences at various community sites for two to thirteen weeks at each placement. Learning coordinators and analysts of experience sites will be trained in methods used by AEL to aid students in the development of such individualized learning programs.

Occupational Competence Access Project (OCAP). (Continuing Project)
Post, John
Massachusetts Center for Occupational Education, Wellesley Hills.
502A150002D
OEG-310-75-0010
June 30, 1975—June 29, 1978

A meaningful, logical sequence of school experience will be created for students in order to better prepare them for the world of work or further education. Focus will be on increasing students' skills and abilities in relationship to employment opportunities and on increasing student ability to make better career decisions. Materials and services from Project CAREER (a research and development activity of the Massachusetts Division of Occupational Education) will be used in a program consisting of three components: a Competency-Based Career Guidance System, a Skill Outcome Exploratory Program, and Student Competency Files.

Implementation of the Occupational Cluster Concept—A Curriculum Tool for Improving Career Development and Preparation Education.
Miller, Harry
Battle Creek Public Schools, Mich.
502A550010
OEG-05-75-00047
June 30, 1975—June 30, 1978

Individual students will be helped in planning and making career development decisions in this project. In addition, training programs that adequately fulfill individuals' expectations will be made available. An occupational preparation program offering expanded training options through utilization of the coordinated occupational cluster concept will be implemented in grades 11 and 12 and special needs staff will work to improve programming for special needs students.

Computerized Exploration of Community Experiences for Career Education. (Continuing Project)
Carter, John
Waterford School District, Mich.
502AH60030
OEG-05-76-00214
September 15, 1976—September 14, 1979

The Northwest Regional Educational Laboratory's model for Experience-Based Career Education will be adapted and installed in the Waterford School District. Basic curriculum components include individual student assessment, individual learning plans, three- to five-day and three- to thirteen-week community career explorations, special projects designed to integrate academic and career education, occupational information seminars of students and employers, and weekly guidance activities.

Experience-Based Career Education Program (EBCE) Project OMEGA.
Murphy, William L.
Wayne-Westland Community Schools, Mich.
502AH60004
OEG-05-77-00001
January 29, 1977—January 28, 1980

The Experience-Based Career Education model developed by the Northwest Regional Educational Laboratory will be used with a cross section of the student population in two high schools and in an Evening Youth Program. The stratified random sampling technique will be used. The student cross section will include the economically disadvantaged, the gifted and talented, the underachiever, the overachiever, all ability levels, females and males, and juniors and seniors.

Demonstration of National Institute of Education Experience-Based Career Education Program.
Finch, Lewis
Anoka—Hennepin Independent School District 11, Minn.
502AH70022
OEG-05-77-00197
July 1, 1977—June 30, 1980

The project will see that Experience-Based Career Education students do as well as or better than two control groups in relation to job skills, career selection, maturation skills, and attitude awareness. Procedures will include training project staff, identifying and evaluating experience sites, preparing site learning guides, developing local guide books, training experienced site personnel, recruiting students, orienting and placing students at sites, and preparing evaluation reports.

Experience-Based Career Education. (Continuing Project)
Hanratty, Donald J.
Itawamba Community Junior Coll., Tupelo, Miss.
502AH60059
OEG-04-76-03003
September 14, 1976—September 13, 1979

The existing cooperative education program will be expanded, permitting student exposure to a minimum of three diverse work environments. Selected components of the Appalachia Educational Laboratory's (AEL) Experience-Based Career Education model will be used to provide an individualized, fifteen-week course for high school dropouts and graduates. AEL methods to be used are learning-site analysis, individualized student learning packages, and employer recruitment strategies.

Parkway Experience-Based Career Education. (Continuing Project)
Garrison, James M.
Parkway School District, Chesterfield, Mo.
502AH60005
OEG-07-76-00092
October 1, 1976—September 30, 1979

The Experience-Based Career Education model developed by the Northwest Regional Educational Laboratory will be implemented in the Parkway School District in this project. Some 300 students from eight high schools will receive diploma credit in academic subjects for completion of career exploration projects in the community. The major product will be a manual describing the methods used to implement the model in a midwestern school district. A central learning center will serve as home base for the learning experiences of all students.

A Proposal to Develop and Implement into a Comprehensive Career Education Program K-14, Through a Cluster Structure, an EBCE Program in Grades 9-10, in a Three-County, Non-Urban Area in Missouri.
Fielding, Marvin
State Fair Community Coll., Sedalia, Mo.
502AH60026
OEG-07-77-00001
June 1, 1977—May 31, 1980

Objectives of the Experience-Based Career Education program will be infused into the existing cluster structures designed for occupation and initial job preparation in ten systems in a three-county area. Focus will be on career-cluster explorations. Learning centers will be established as the project becomes operational and stress will be placed on developing effective communication between the community and participating school systems. A monthly newsletter will be distributed.

Experience-Based Career Education: Vocational and Career Education—A Model for Expansion and Improvement. (Continuing Project)
Jackson, Frances

Great Falls Public Schools, Mont.
502AH60053
OEG-08-76-00112
September 1, 1976—June 30, 1979

Selected elements of the Northwest Regional Educational Laboratory's Experience-Based Career Education model will be used to develop new programs in cooperative education and work experience, and to improve the existing experiential program in the district. Emphasis will be on individualized instruction, including the basic skills of mathematics and language arts. Program components include career related, in-school experience; work and out-of-school experience; supervision in a work environment; and participation in a productive economic role.

Experience-Based Career Education.
Byrnes, Don
Grand Island Public Schools, Nebr.
502AH60058
OEG-07-77-00002
July 1, 1977—June 30, 1978

Alternative learning modes and content will be provided to students in this project which will implement a Career-Based Career Education program. The program will be initiated by organizing career information and exploratory-learning sites into job clusters. Twenty randomly selected students will participate. The program will be expanded to include at least sixty students during its second and third years. Northwest Regional Laboratory will provide inservice assistance.

Experience-Based Career Education (EBCE). (Continuing Project)
Spencer, Carl
Lincoln City School District, Nebr.
502AH60118
OEG-07-76-00093
October 1, 1976—September 30, 1979

Based on the Research for Better Schools model, the Experience-Based Career Education program will be adapted for each high school and will be implemented over a period of three years. The plan will have three elements: guidance activities for all tenth grade students, an alternative class schedule allowing career exploration at community sites and individualized instruction in basic academic areas, and specialization experiences for those wanting in-depth experiences in specific career areas. Ultimately, the project will serve 150-200 students in each school year.

Rural/Secondary/Post-Secondary EBCE Demonstration. (Continuing Project)
Davis, J. Clark
Western Nevada Community Coll., Carson City.
502AH60040
OEG-09-76-00179
September 1, 1976—August 31, 1979

Implementation of the Experience-Based Career Education program will be based on the model developed by the Northwest Regional Educational Laboratory. Western Nevada Community College will administer the program in cooperation with three rural Nevada county school districts. The three high schools will make facilities available for project students and will be staffed by personnel from the College's comprehensive learning centers.

Project Bridges: Spanning the Gap Between Education and Earning a Living. (Continuing Project)
Klaiber, Susan E.
Somersworth High School, N.H.
502A150001D
OEG-310-75-0007
June 30, 1975—June 30, 1978

Occupational aspirations and opportunities for all youth in the Somersworth School District will be expanded through this project. The gap between school and wage earning for youth will be eliminated, and further cooperation between public education and the local business and industrial community will be developed. The project will focus at first on the guidance, preparation, and placement of high school vocational students with emphasis on continuing a career development program. Equal career preparation opportunities will be ensured to all students.

Wayne Design for Career Education. (Continuing Project)
Van Zweden, Adrian
Wayne Board of Education, N. J.
502A25001
OEG-320-75-00023
June 30, 1975—June 30, 1978

Development of a career education program for the Wayne Public School District is the goal of this project. Areas of focus will be career guidance and intensive counseling, articulation (providing linkages between various levels), and introduction of five occupational clusters. Approximately 11,500 students in elementary, middle, and high schools will be served.

Project EXCEL (Experience-Based Career Education Learning Program). (Continuing Project)
Fernandez, Edward
Las Cruces School District 2, N. Mex.
502AH60090
OEG-61-76-00965
September 9, 1976—August 31, 1979

A basic academic program (social studies, language, math, and science) will be linked with exploratory career opportunities in the world of work as a result of this project. The project population will be drawn from the eleventh and twelfth grades of two Las Cruces high schools. Thirty students will be enrolled the first year, sixty the second, and seventy-five the third. Project staff will assist students in meeting graduation requirements and help them gain knowledge in the world of work through varied exploratory experiences.

Systemwide Career Education Cluster-Based Articulated Model Program: K-Graduate Education. (Continuing Project)
Bickimer, David A.
New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support. Office of Career Education.
502A25002
OEG-320-75-00031
June 30, 1975—June 30, 1978

One model site in each of the five boroughs of the City of New York School District will demonstrate fusion of academic and vocational education; fusion of guidance and instruction; infusing of social psychological elements of career awareness, exploration, and preparation into all instruction; and systematic utilization of the community as an instructional resource. Infusion of eight career education elements (Ohio State Model I) and five relevant clusters in the various model sites will be accomplished through selective teacher/education management training sessions.

Project CLETE: Career Learning and Education Through Experience.
West, Edwin L., Jr.
High Point Public Schools, N.C.
502AH70019
OEG-04-77-03002
July 1, 1977—June 30, 1980

An exemplary alternative, traditional vocational education model will be demonstrated to present an effective new way to create a bridge between formal school and the world of work for students unable or unwilling to adjust through traditional educational approaches. The Experience-Based Career Education model developed by Research for Better Schools will be replicated. Individualized activities will be planned within contexts of career development, exploration, or specialization.

Career Education: Planning, Learning, Understanding, Succeeding. (Continuing Project)
Tuchscherer, Jerry
North Dakota State Board for Vocational Education, Bismarck.
502AH60069
OEG-08-76-00113
September 1, 1976—August 31, 1979

An in-school cluster system of career education will be integrated into an Experience-Based Career Education plan involving thirty students. This plan will permit students to choose to either combine inschool learning opportunities in the broader community environment or to cycle out into that environment for short periods of time for exploration and career skill-development activities. Learning strategies include career explorations, individualized projects, and skill-development activities.

Six Demonstration Programs for Career Exploration Through EBCE. (Continuing Project)
Ford, Jack D.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
502AH60013
OEG-05-76-00216
October 1, 1976—September 30, 1979

Six Ohio local school districts (Akron, Dayton, Minford, Kirtland, Boardman, and Lorain) will implement the Experience-Based Career Education program developed by Research for Better Schools in Philadelphia. Each district will adapt the model to its present needs in relationship to the state program. Common elements of all programs, to be monitored and evaluated by the State Department of Education staff, include exploration at community resource sites, specialization opportunity, site-analysis techniques, and inservice training of community participants. A total of 7,900 students will be involved.

Experience-Based Career Education in Cooperative Vocational Education and Work Experience. (Continuing Project)
Kerr, Sam W.
Moore-Norman Area Vocational-Technical School, Okla.
502AH60010
OEG-61-76-00968
September 15, 1976—August 31, 1979

Strategies developed by the Appalachia Educational Laboratory (AEL) for Experience-Based Career Education will be used to develop and implement a program in which students will earn credit for onsite career exploration in various occupational areas. Initially, staff trained by AEL will obtain parent and community involvement, recruit and enroll

students, and identify and analyze job-experience sites in the community. Once in full operation, the program will serve about 150 students per year.

Experience-Based Career Education. (Continuing Project)
Commons, Walter A.
Jackson County Intermediate Education District, Medford, Oreg.
502AH60076
OEG-10-76-00077
September 17, 1976–September 16, 1979

A comprehensive alternative to a regular high school program for eleventh and twelfth graders will be provided by this project. The Experience-Based Career Education program in Tigard, Oregon, will be replicated in the District. The program will serve all eight secondary schools in Jackson County (150 of the 736 juniors and seniors during the three-year period), using a facility located in a downtown shopping-center office building.

Experience-Based Career Education in Harrisburg. (Continuing Project)
Steger, Gerald
Harrisburg School District, Pa.
502AH60025
OEJ-03-76-00225
October 1, 1976–September 30, 1979

Based on the Experience-Based Career Education model designed and developed at the Appalachia Educational Laboratory, the District will provide high school juniors and seniors academic credit for successful completion of an alternative high school program that includes individualized career exploration experiences of one to thirteen weeks, each at three or more community job sites. After the planning, staff training, experience site analysis, and student recruitment, forty students will be involved in the program at Harrisburg High School in the first year and 120 in the second year.

Building Experience-Based Career Education. (Continuing Project)
Cohen, Stanley B.
Philadelphia School District, Pa. Div. of Career Education.
502AH60077
OEJ-03-76-00230
October 1, 1976–September 30, 1979

The project will demonstrate the adaptability of Experience-Based Career Education models, as developed by the Far West Regional Educational Laboratory, the Northwest Regional Educational Laboratory, and Research for Better Schools, to the needs of students of the School District of Philadelphia. Three different demonstration programs will be developed from these models, a different one for each of three comprehensive inner-city schools. At the outset, 360 students (120 per school) will be involved.

Experience-Based Career Education. (Continuing Project)
Glynn, Grace
Rhode Island State Dept. of Education, Providence. Bureau of Vocational Education.
502AH60027
OEG-310-76-0052
September 17, 1976–September 16, 1979

High school students who have not yet made career decisions will be given the opportunity to explore a wide range of jobs, job environments, and job responsibilities while completing required academic work. Objectives for student participation in the program are increased career skills in both cognitive and affective domains, increased self-awareness skills, and more relevant basic skill development. The Experience-Based Career Education model developed by Research for Better Schools will be used.

Experience-Based Career Education. (Continuing Project)
Gordon, Rudolph
Greenville County School District, S.C.
502AH60050
OEG-04-76-03004
September 20, 1976–September 19, 1979

The Research for Better Schools' Experience-Based Career Education model will be implemented at J. L. Mann High School. The program will have three components: career development, career guidance, and academic resource center (individualized instruction in English, economics, and mathematics). The first semester will be devoted to recruitment and analysis of community clusters; inservice training of teachers, counselors, and onsite supervisors; selection and scheduling of thirty-six tenth and eleventh graders; and curriculum development for community sites and the resource center. Some seventy students will take part in the second year, and 100 in the third year.

Pathfinder: Exploration Through a Cluster Structure Linking Business, Industry, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career and Educational Opportunities for Young People. (Continuing Project)
Carlson, Clayton

Watertown Independent School District 1, S. Dak.
502AH60061
OEG-08-76-00114
September 1, 1976—August 31, 1979

Community-based career experiences will be provided to young people who have left high school before graduating and who wish to explore careers in this program. The project will also help the community and the schools become partners in meeting individual student needs. Sixty students will be involved in a project which resembles the Community Experience in Career Education program of Experience-Based Career Education in Tigard, Oregon. Site recruitment materials and techniques developed by the Northwest Regional Educational Laboratory will be used.

Demonstration of Experience-Based Career Education in Memphis, Tennessee. (Continuing Project)
Campbell, Daniel H.
Memphis City Schools, Tenn. Div. of Vocational Education.
502AH60103
OEG-04-76-03005
September 13, 1976—September 12, 1979

As a result of this project, students will be provided with expanded onsite opportunities to explore various related career areas before they select a career specialization area of training. Site-analysis techniques, employer orientation and recruitment techniques, and the individual student's learning plans of the Research for Better Schools Experience-Based Career Education program will be implemented. Program components for 120 students will include career development orientation, career experience, and career placement.

San Antonio Experience-Based Career Education Project. (Continuing Project)
Lafferty, Bill R.
Education Service Center Region 20, San Antonio, Tex.
502AH60020
OEG-61-76-00967
September 15, 1976—September 14, 1979

An Education Service Center will coordinate the efforts of two San Antonio school districts, various community resources, the Northwest Regional Educational Laboratory, and Research for Better Schools in this project. Students will be selected from four participating high schools: forty in the first year, eighty in the second, and 120 in the third. Each district will maintain a learning center for student and staff headquarters, but will share the same community resource sites and employer-instructors.

Experience-Based Career Education Project. (Continuing Project)
Johnson, Thera
Weber County School District, Ogden, Utah.
502AH60105
OEG-08-76-00115
September 1, 1976—August 31, 1979

Significant and continuing improvement in the career development and experiential learning opportunities of high school students will be the result of this project. The Research for Better Schools educational laboratory will supply program planning assistance, materials, and support services. The program will center in two school districts and be implemented in four high schools with sixty students participating in the first year, 325 by the third, and 475 by the fifth.

Student Plans and Career Clusters. (Continuing Project)
DiLego, Pasquale
Edmunds Junior High School, Burlington, Vt.
502A150003D
OEG-310-75-0011
June 30, 1975—June 30, 1978

The potential for youth unemployment will be reduced, bridges will be created between schools and earning a living, cooperation will be promoted between public education and manpower needs, and occupational aspirations and opportunities for youth will be broadened by this project. The project will implement and demonstrate a three-component career education program at Edmunds Junior High School. Preselected clusters in construction, consumer- and homemaking-related occupations, fine arts and humanities, transportation, and business and office practice will be integrated into the regular curriculum.

Prince William County Experience-Based Career Education Project. (Continuing Project)
Haywood, James
Prince William County Schools, Manassas, Va.
502AH60017
OEJ-03-76-00227
October 1, 1976—September 30, 1979

The Experience-Based Career Education Community Experiences for the Career Education model in operation in Tigard, Oregon, will be adapted and implemented in this project. Students from two high schools will be involved at two learning resource sites in the county in an instructional program with basic skills, life skills, and career explorations components. Some 120 students will be involved by the third year.

Bellevue's Experience-Based Career Education Program.
Schulz, James G.
Bellevue Public School District 405, Wash.
502AH60110
OEG-10-77-00001
January 15, 1977—November 14, 1980

The project objectives are to provide students with an increased opportunity to develop self- and career understanding through use of a wide variety of community resources and use strategies, methods and techniques developed by the Northwest Regional Educational Laboratory Experience-Based Career Education project so they can be used with an in-school clustering system to provide students with exploration and initial skill activities with which to build more complex skills. Fifty high school students in grades 10, 11, and 12 will participate in this project. Organizations representing a broad community spectrum will be recruited to provide learning sites at which students will observe and participate in planned learning activities for a portion of their school time.

Highline District's Vocational Exploratory and Preparatory Program. (Continuing Project)
Yormark, Ben A.
Highline Public Schools, Seattle, Wash. Instructional Division—Career Development.
502AH60086
OEG-10-76-00073
September 8, 1976—September 7, 1979

The project will be directed toward improvement of the vocational education program at the senior high level by bridging the gap between vocational education and the world of work, bridging the gap between vocational guidance and vocational training, improving the placement rate of graduates of vocational programs, and meeting the needs of individual students. Some 300 students will take part in a major adaptation of the Experience-Based Career Education strategies developed by the Northwest Regional Educational Laboratory.

An Experience-Based Career Education Program. (Continuing Project)
Groves, David
Cabell County Board of Education, Huntington, W. Va.
502AH60119
OEJ-03-76-00228
October 1, 1976—September 30, 1979

Experience-Based Career Education will be demonstrated in this project as an alternative school program for tenth-grade students. The project will be based on the model developed by the Appalachia Educational Laboratory. Objectives will focus on experiential learning in the community, individualized instruction and learning, and integrated learning of academic, career, and life-role skills to bridge the gap between school and work.

Demonstration of NIE's Experience-Based Career Education Program. (Continuing Project)
Cruckson, Fred A.
Goodrich Senior High School, Wis.; Fond du Lac School District, Wis.
502AH60042
OEG-05-76-00213
September 15, 1976—September 14, 1979

The result of this project will be an exemplary program in vocational education based on the Appalachia Educational Laboratory model for Experience-Based Career Education, an alternative secondary school program combining academic learning with career preparation for high school juniors and seniors. About sixty students will be involved in an individualized learning program involving firsthand experiences in places where people are employed to produce goods and services.

Planning for Change Through Career Education. (Continuing Project)
Elliott, Michael J.
Wyoming State Dept. of Education, Cheyenne. Div. of Instructional Services.
502AH60063
OEG-08-76-00116
September 1, 1976—August 31, 1979

The project will provide local education agencies (LEAs) with the means, resources, and processes for effective incremental improvement of their ongoing career education efforts with the adoption/adaptation of the National Institute of Education's Experience-Based Career Education model. The Wyoming State Department of Education will provide assistance to four LEAs in the final preparation of individual management tasks for the first-year implementation plan.

Exemplary Demonstration Project in Cooperative Education. (Continuing Project)
Benioni, Patoa
American Samoa Community Coll., Pago Pago.
502AH60111
OEG-09-76-00180
September 1, 1976—August 31, 1979

This project will provide opportunity for secondary and postsecondary students in the Territory to have on-the-job experiences in a work setting. Instruction will be provided relating to saleable skills through

cooperative arrangement between American Samoa Community College and local employers. Job stations will be identified in the private and government sectors where students will work part-time in areas of their educational majors. The program will be undertaken in cooperation with the College. About 150 students will be involved over a three-year program.

Community-Based Building Maintenance Mechanics Training. (Continuing Project)
Rask, Michael L.
Guam Dept. of Education, Agana. Div. of Career and Occupational Education.
502AH60089
OEG-09-76-00181
September 1, 1976—August 31, 1979

The program will provide students enrolled in the newly implemented Building Maintenance Mechanics Program (BMMP) with adequate experiences relating to commercial structure maintenance so that, upon completion of the two-year course of study (in-class and community-based), they will be able to transfer smoothly into the Cooperative Work Experience Program for completion of their training. The feasibility of providing mobility for vocational programs to allow students to experience the diversity of building maintenance in a realistic setting will be tested.

Establishment of an Experience-Based Career Education Program in Puerto Rico.
Sulsona, Herman
Puerto Rico State Dept. of Education, Hato Rey.
502AH70027
OEG-02-77-00031
July 1, 1977—June 30, 1980

A model of an Experience-Based Career Education program will be implemented to provide high school students with significant and continuing improvement in career development and experiential learning opportunities, as well as to reduce the gap between school and community. The three-year program will have installation, stabilization, and demonstration phases. Career development, career guidance, and an academic resource center, interrelated parts of the Research for Better Schools model, will be used.

Career Education Materials Development for Comprehensive Guidance Counseling Implementation at the Senior High School Level. (Continuing Project)
Ramarui, David
Trust Territory of the Pacific Islands Dept. of Education, Saipan.
502A950004
OEG-391-75-0090
June 30, 1975—June 30, 1978

The career options of the students will be better preserved and provision will be made to give students the opportunity to decide how far and in which direction they will go educationally. Principal goals are to structure the entire program around real-life activities, integrate academic knowledge and skills with occupational training, include in the program community resources and nonschool educational opportunities, and provide an extensive curriculum oriented towards career counseling.

Virgin Islands Exemplary Vocational Career Education Center. (Continuing Project)
Ragster, Albert
Virgin Islands Dept. of Education, St. Thomas. Div. of Vocational-Technical Education.
502A25003
OEG-391-75-0010
June 30, 1975—June 30, 1978

This project will focus on orientation of the availability and use of the career education resource center. Approximately 8,000 pieces of resource material will be catalogued during the academic year. Workshops and seminars conducted during the year will involve administrators, counselors, and teachers. Professional consultants will be employed, to provide valid input into the total project.

PART I. CURRICULUM DEVELOPMENT

Diffusion and Dissemination of the Public Service Occupational Film Series and Participation in Workshops.
Zane, Lawrence
Hawaii Univ., Honolulu. Coll. of Education.
P00770225
February 28, 1977—OPEN

Special activities are required by the Center for promoting and effectively utilizing the Public Service occupational film series and workbooks. These activities include participating in an orientation conference; preparing and circulating promotional materials to create awareness and implement utilization of the film series and workbooks; providing such services as arranging for linkage with state and audiovisual centers and circulating, scheduling, handling, and mailing films and workbooks; providing USOE with a utilization and evaluation report; and setting priorities and time goals for obtaining these objectives.

Western Curriculum Coordination Center.
Zane, Lawrence
Hawaii Univ., Honolulu. Coll. of Education.
496AH70002
OEG-00-77-00004
January 1, 1977—December 31, 1977

The purpose of this project is to provide funds for the Western Curriculum Coordination Center which serves American Samoa, Arizona, California, Guam, Hawaii, Nevada, Northern Marianas, and the Trust Territory of the Pacific Islands by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

East Central Curriculum Coordination Center.
Douglass, Rebecca
Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
496AH70012
OEG-00-76-01904
January 1,1977—December 31, 1977

The purpose of this project is to provide funds for the East Central Curriculum Coordination Center which serves Delaware, District of Columbia, Illinois, Indiana, Ohio, Maryland, Michigan, Minnesota, Pennsylvania, Virginia, West Virginia, and Wisconsin by housing and disseminating vocational education curriculum materials and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

Develop and Field Test Teaching/Learning Modules in Quality Assurance/Quality Control Technician (Nuclear Plant) Curriculum.
Kupiec, Chester F.
General Physics Corp., Columbia, Md.
496AH70019
OEC-300-77-0340
August 15, 1977—March 16, 1979

This project has three objectives: (1) to field test seven courses and their modules, determine the extent to which students achieve the objectives of the courses and modules, and use this information to revise the materials; (2) to develop the teaching and learning modules for seven technical specialty courses; and (3) to familiarize educational institution, industry, and related personnel with the curricula. End products of the project will include thirteen courses for use by postsecondary schools and nuclear industries in a two-year curriculum for nuclear quality assurance and quality control technicians.

Field Test and Diffusion of Entrepreneurship Instructional Materials.
Engstrom, Kristina
Contract Research Corp., Belmont, Mass.
496AH70017
OEC-300-77-0330
August 26, 1977—February 26, 1979

This project will attempt to determine the effectiveness of previously developed secondary and postsecondary curricula on small business ownership and management skills, improve the materials based on results of a preliminary review and field test for each curriculum, and disseminate the revised curricula to appropriate secondary and postsecondary institutions. The field test will be conducted in an inner city and a rural or suburban setting.

Southeast Curriculum Coordination Center.
Shill, James F.
Mississippi State Univ., Mississippi State. Research and Curriculum Unit for Vocational Education.
496AH70007
OEG-00-77-00005
January 1, 1977—December 31, 1977

The purpose of this project is to provide funds for the Southeast Curriculum Coordination Center which serves Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

Curriculum Coordination and Dissemination Mini Conference.
Kelly, Joseph
New Jersey State Dept. of Education, Trenton. Bureau of Occupational Research.
P00770604
September 27, 1977–February 28, 1978

The purpose of the mini-conference is to identify needed improvements in activities and relationships of the curriculum coordination centers, state liaison representatives, and programs of national significance as described in P.L. 94-482. This should minimize duplication of curriculum development activities; facilitate adoption, adaption, and installation of improvements in practices and materials; and strengthen cooperative relationships in communications, dissemination and diffusion, and planning for efficient management of curriculum resources.

Northeast Curriculum Coordination Center.
Kelly, Joseph
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
496AH70010
OEG-00-76-01801
April 1, 1976–December 31, 1977

The purpose of this project is to provide funds for the Northeast Curriculum Coordination Center which serves Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

Trial Implementation of a Model System to Provide Military Curriculum Materials for Use in Vocational and Technical Education.
Budke, Wesley E.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
OEC-300-77-0329
August 15, 1977–August 14, 1978

The purpose of this project is to conduct a trial implementation of a system to provide military-developed curriculum materials to civilian vocational and technical educators. The system will be tested in Alaska, Idaho, Oregon, and Washington. Specifically, the project will determine the feasibility of the system; user issues, system effectiveness, cost efficiency, and needed modifications; and the nature and extent of conversion needed in the materials and which materials should be given priority for conversion. A catalog of military-developed technical training materials and a final report will be produced.

Midwest Curriculum Coordination Center.
Patton, Robert
Oklahoma State Board of Vocational and Technical Education, Stillwater.
496AH70011
OEG-00-76-01903
April 15, 1976–December 31, 1977

The purpose of this project is to provide funds for the Midwest Curriculum Coordination Center which serves Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

Design for Development of Bilingual Vocational and Technical Curricula.
Maston, Robert
Development Associates, Inc., Arlington, Va.
496AH70018
OEC-300-77-0391
September 15, 1977–September 14, 1978

In order to alleviate the critical shortage of support materials needed for postsecondary bilingual vocational training, this project will provide Office of Education, state, and local education agencies with a guide and a basic curriculum model. The guide will note languages in which occupations materials are needed and suggest the criteria for such materials. The model will provide the non-expert with guidance as to how to prepare, develop, or adapt instructional materials for bilingual vocational learning programs. The project will disseminate 200 copies of the guide, and 500 copies of the model.

Northwest Curriculum Coordination Center.
Daniels, William
Washington State Commission for Vocational Education, Olympia.
496AH70009
OEG-00-76-01901
April 15, 1976–December 31, 1977

The purpose of this project is to provide funds for the Northwest Curriculum Coordination Center which serves Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming by housing and disseminating vocational education curriculum materials; and assisting the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials.

PART J. BILINGUAL VOCATIONAL TRAINING

A Bilingual Vocational and Technical Intensive-Study Training Program.
Haiducek, Nicholas
Kuskokwim Community Coll., Bethel, Alaska.
558AH70132
OEG-00-77-01982
August 15, 1977—August 14, 1978

This continued program offers short-term, intensive, bilingual vocational training to Alaskan Natives living in the region served by the college. Competency-based courses will be given in welding, house framing, home heating, electricity, and small engine repair in five separate villages. Yupiktak Bista, a nonprofit arm of the Regional Native Corporation, Calista, will serve as co-sponsor and provide the recruitment service.

Bilingual Vocational Training Dental Worker Program.
Weissman, Fredric
California Univ., Los Angeles. Univ. Extension.
558AH70144
OEG-00-77-01983
July 1, 1977—June 30, 1978

The program will continue and further develop an ongoing bilingual vocational training program to assist fifty low income, language-disadvantaged persons in the central Los Angeles area to acquire manual and academic skills necessary to work as dental paraprofessionals. Procedures will include use of ESL, lectures, and laboratory and clinical training in dental practices and procedures.

Chinese ESL/Machinist Vocational Training Project.
Liu, Henry H. T.
San Francisco Community Coll. Skills Center, Calif.
558AH70097
OEG-00-77-02223
July 1, 1977—May 31, 1978

Machine operation, welding, and sheet metal production will be taught in the program, in addition to oral and written communication skills. Role playing, videotape feedback, and other interactional techniques will be used in teaching both trade theory and language components. Variable rates of competency acquisition and cross-training will be used to allow maximum flexibility.

Project SALUD: Spanish Asian Linguistically Underemployed, Development.
Zoffman, Norma
Foothill-De Anza Community Coll. District, Los Alto Hills, Calif.
558AH70053
OEG-00-77-02145
July 1, 1977—June 30, 1978

The program will provide a minimum of twenty-five Chinese-speaking and twenty-five Spanish-speaking unemployed or underemployed residents with a vocational Bilingual Medical Clerical Training Program. The program will provide vocational instruction and counseling to enable at least eighty percent of the students to acquire and demonstrate sufficient competence in English and medical office clerical skills to qualify for employment as medical clerk typists. On-the-job training will take place in local medical centers during the twelve-month program.

Comprehensive Occupational Bilingual Training Program for Citizens of Limited English Speaking Ability to Work as Subprofessionals in the Fields of Accounting, Banking and Finance.
Sheller, Ines
Miami-Dade Community Coll., Miami, Fla.
558AH70151
OEG-00-77-02499
July 1, 1977—June 30, 1978

Unemployed or underemployed Hispanic citizens with limited English-speaking ability will be identified and will take part in a comprehensive bilingual occupational training program. This program will prepare them to work as subprofessionals in the fields of accounting, banking, and finance. Major aspects of the curriculum design are subject content, language proficiency, and instructional support.

Proyecto Plasticos—Bilingual Training Program for Plastics Entry Level Positions.
Cruz, Juan
Elgin Community Coll., Ill
558AH70155
OEG-00-77-02501
July 1, 1977—June 30, 1978

Spanish-speaking residents who are unemployed or underemployed will be identified, recruited, assessed, trained, and placed in entry-level positions in the plastics industry in the Chicago area. ESL will be provided and the language laboratory at the college will be used for reinforcement and self-directed learning. Teaching methods will include situational reinforcement, the direct method, and role playing.

A Practical Program of Bilingual Vocational Training in the Culinary Arts for Limited English Speakers.
Hardy, Florent
Louisiana State Dept. of Education, Baton Rouge.
558AH70011
OEG-00-77-01485
July 1, 1977—June 30, 1978

The program will provide a school of practical culinary arts for the Spanish-speaking community in New Orleans. The Hispanic Organization of Louisiana will make an initial project announcement, screen, and select four groups of twelve participants as a target population. An extensive orientation period will be held in ESL and basic food preparation. Area restaurants will take part in an internship program.

Bilingual-Bicultural Human Services Training Consortium.
Beaudoin, Michael F.
Maine Univ., Orono. Bangor Community Coll.
558AH70103
OEG-00-77-02064
July 1, 1977—June 30, 1978

To enhance their employability and career mobility, an additional 100 unemployed and underemployed Franco-Americans will be trained for jobs in community and institutional services to the elderly. This continued program expands the current bilingual and bicultural Human Services/Gerontology Certificate Program to include two additional geographic areas of high Franco-American population concentration. Supervised experience and bilingual and bicultural modules will be part of the program.

Ramah Navajo Bilingual Vocational Training Project.
Kiely, Jeffrey G.
Ramah Navajo School Board, Inc., N. Mex.
558AH70147
OEG-00-77-02413
July 1, 1977—June 30, 1980

The project will establish full-time bilingual vocational training components in allied health, office, and construction occupations and part-time components in graphic arts, computer operations, and vocational agriculture for Ramah Navajo adults. A labor market analysis and delineation of job entry skills for energy industries and auto mechanics will be produced and components delineated for these areas. New vocational areas requiring analysis will be identified.

Bilingual Training in Housing Maintenance and Repair Skills.
Diaz, Rafael
Bronx Community Coll., N.Y.
558AH70067
OEG-00-77-01373
July 1, 1977—June 30, 1978

In this continued program, persons of limited English-speaking ability will have the opportunity to acquire skills needed for entry-level positions in community housing programs and building maintenance operations or for advancement in their current positions.

The training courses for Italian and Spanish-speaking students will be in the areas of general carpentry, plumbing, heating, electrical repair, and sanitation and pest control. ESL sessions will correspond to the skills classes.

Bilingual Training in Preparing Graphics for Reproduction.
Parker, Lenore
American Council for Emigres in the Professions, Bilingual Vocational Training, New York, N.Y.
558AH70057
OEG-00-77-02146
October 1, 1977—September 30, 1978

This program will assist recent Russian refugees in becoming economically self-supporting. Training in entry-level skills of layout and mechanical preparation required for employment as subprofessionals in commercial graphic art design will be provided. Intensive English-language training and supportive counseling and job placement services will be implemented.

Bilingual Vocational Training.
Domenech, Daniel A.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
558AH70060
OEG-00-77-02037
July 1, 1977—June 30, 1980

This project will provide a system of bilingual vocational training to improve and enhance the employment potential of sixty individuals with limited English-speaking ability, and also provide direct bilingual vocational experiences for these persons by using bilingual vocational teacher teams. Training will be offered in auto body repair, automotive mechanics, diesel engine mechanics, welding, electronics, refrigeration and air conditioning, major appliance repair, building maintenance, and industrial machine repair.

Bilingual Vocational Training Program to Train Chinese Chefs.
Hsu, F. Richard
China Inst. in America, New York, N.Y. School of Chinese Studies.
558AH70051
OEG-00-77-01984
July 1, 1977—June 30, 1978

In this continued program, professional culinary skills will be taught to Chinese Americans with limited English-speaking ability who are presently unemployed or underemployed. These persons will be trained to become head chefs. Training will be in ESL instruction, cooking, restaurant management, kitchen practice, and culinary terminology. Inservice training will be held for institute staff and placement counseling will be provided for students.

Chinese English Bilingual Para-professional Training Program.
Yuen, Po S.
Chinatown Manpower Project Inc., New York, N.Y.
558AH70028
OEG-00-77-01374
September 1, 1977—August 31, 1978

The objective of this continued program is to provide Chinese immigrants with intensive skill training, as well as English and bicultural study, so they can adjust to a new environment, obtain jobs, and become productive and respected citizens of their adopted country. Skills in law and accounting will be taught. ESL instruction, group counseling, job placement, and "Comparative Studies in Chinese and American Cultures and People" will be part of the program.

New Directions in Vocational Education for Hispanic Americans.
Smith, Hilda H.
Nassau County Board of Vocational Education and Extension, Carle Place, N.Y.
558AH70093
OEG-00-77-02357
July 1, 1977—July 30, 1980

In this continued program, Hispanic Americans will be given bilingual vocational training in the health assistant and auto mechanic occupations. Clinical experience will be provided for the health assistant trainees. Training for entry-level employment in auto mechanics will be in modular form. ESL training and counseling services will also be provided.

Bilingual Vocational Training.
Gilliland, J. R.
Canadian Valley Area Vocational-Technical School District 6, El Reno, Okla.
558AH70095
OEG-00-77-02291
July 1, 1977—June 30, 1980

This continued program will provide an opportunity to broaden occupational aspirations and abilities of incarcerated individuals of Mexican-American origin through the use of bilingual vocational training programs in food service and auto mechanics. A secondary objective is to develop community-based support to assist these individuals in obtaining meaningful employment upon release.

Bilingual Vocational Training Program of the Chinese Cultural and Community Center.
Chang, T. T.
Chinese Cultural and Community Center, Philadelphia, Pa.
558AH70109
OEG-00-77-02033
September 1, 1977—October 31, 1978

Chinese persons with a limited English-speaking ability will be involved in this balanced program of academic training in the classroom, practical experience in the restaurant field, and ESL. On-the-job instruction and guidance will be provided and bilingual instructional materials and job placement counseling will be offered. Participants will be capable of entering the employment market at the level of kitchen assistant in a Chinese restaurant.

Postsecondary Bilingual Vocational Education Project.
Langley, Stephen
Little Wound School Board, Inc., Kyle, S. Dak.
558AH70075
OEG-00-77-01722
August 1, 1977—July 31, 1978

To prepare people for employment where a need exists in the local area, ten full-time and ten incentive trainees will be chosen by the Little Wound school board to train to become foremen in construction of a new tribal headquarters and a new high school. A block training approach will be used in five areas: a hand and machinery tools workshop, basic concrete, basic framing, electrical studies, and finish carpentry. Skilled Indians will serve as staff and consultants.

Bilingual Vocational Education for Institutionalized Mexican-American Patients Who are Being Readied for Restoration to be Productive in Society.
Culclasure, David
San Antonio State Hospital, Tex. Office of Educational Services.
558AH70008
OEG-00-77-01775
July 1, 1977—June 30, 1978

The program will promote the acquisition of vocational and literacy skills among the large number of Mexican-American youth and adult patients and outpatients with limited English-speaking ability. Individualized instruction techniques will be used to present vocational educational experiences. Basic literacy skills and ability to adequately communicate will be fostered by using a bilingual vocational education program.

Bilingual Vocational Training Program.
Vasquez, Keta
Crystal City Independent School District, Tex.
558AH70050
OEG-00-77-01724
July 1, 1977—June 30, 1978

In this continued program, bilingual vocational training will be given to fifty Mexican American persons in the occupational clusters of printing and clerical skills. Assistance will be provided by a bilingual community council of vocational education and a bilingual technical advisory committee. Consultants will conduct inservice education and monitor curriculum development and instruction. Placement and followup services will be provided.

Bilingual Vocational Training Program for Emergency Medical Technicians.
Cramer, Barbara J.
Texas Woman's Univ., Denton. Inst. of Health Sciences.
558AH70149
OEG-00-77-02067
January 20, 1977–December 31, 1978

Intended primarily for Mexicans, this continued program will train bilingual emergency medical technicians (EMTs) and qualify them to take the State of Texas EMT examination. The program will emphasize bilingual medical terminology, ESL, and knowledge and skills in basic emergency medical technology. All Spanish-speaking members of the Dallas community will be eligible for the program and recruitment will involve various local agencies.

Bilingual Vocational Training Program.
Hof, J.
Arlington County Public Schools, Va. Adult and Career Education.
558AH70081
OEG-00-77-01723
August 1, 1977–July 31, 1978

The objective of the project is to provide vocational training to Spanish-, Korean-, and Vietnamese-speaking persons. Included in the program will be vocational-skills training in auto mechanics and paramedics instruction; occupational guidance and counseling; on-the-job work experience; placement in full-time employment; and followup services. Staff and bilingual paraprofessionals will attend cultural awareness training seminars before the program begins.

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STATE INDEX*

Alabama, 5, 20, 37, 47, 67, 77, 101, 117, 137, 147, 154, 177, 200, 227, 233, 240

Alaska, 20, 37, 47, 67, 77, 113, 117, 141, 154, 200, 214, 227, 240, 254

Arizona, 20, 37, 47, 67, 77, 105, 117, 147, 152, 154, 187, 195, 200, 221, 240

Arkansas, 5, 20, 37, 47, 67, 78, 110, 117, 137, 154, 177, 200, 225, 240

California, 10, 15, 20, 30, 37, 47, 48, 59, 67, 78, 94, 105, 106, 107, 110, 117, 118, 130, 144, 147, 150, 152, 154, 155, 167, 170, 177, 180, 181, 190, 200, 201, 211, 214, 221, 227, 228, 233, 234, 235 237, 241, 254

Colorado, 5, 10, 20, 37, 48, 59, 60, 67, 78, 94, 105, 107, 118, 137, 155, 181, 201, 230, 238, 241

Connecticut, 21, 38, 48, 68, 78, 79, 113, 118, 137, 147, 155, 171, 181, 190, 201, 223, 225, 228, 241

Delaware, 15, 21, 38, 48, 68, 79, 101, 118, 150, 155, 187, 201, 233, 241

District of Columbia, 5, 10, 15, 16, 21, 30, 38, 48, 60, 68, 79, 94, 110, 113, 118, 131, 132, 141, 152, 153, 155, 167, 181, 195, 196, 201, 211, 223, 241

Florida, 5, 10, 21, 38, 48, 49, 68, 79, 101, 118, 119, 141, 156, 187, 190, 196, 202, 223, 235, 242, 254

Georgia, 5, 21, 30, 38, 49, 60, 68, 79, 101, 110, 119, 144, 156, 187, 196, 202, 230, 242

Hawaii, 6, 21, 38, 49, 68, 80, 101, 119, 141, 156, 188, 202, 228, 242, 252

Idaho, 22, 39, 49, 69, 80, 111, 119, 144, 156, 202, 233, 242

Illinois, 10, 11, 16, 22, 31, 39, 49, 60, 69, 80, 95, 111, 113, 119, 120, 132, 138, 144, 148, 156, 167, 181, 182, 188, 191, 202, 211, 223, 228, 235, 242, 252, 254

Indiana, 22, 39, 50, 69, 81, 111, 120, 138, 157, 182 188, 202, 228, 235, 237, 243

Iowa, 11, 22, 39, 50, 69, 81, 107, 120, 150, 157, 182, 203, 223, 230, 243

Kansas, 6, 22, 39, 50, 69, 81, 113, 120, 148, 157, 182, 203, 223, 243

Kentucky, 6, 22, 31, 39, 50, 61, 69, 82, 95, 101, 107, 120, 132, 144, 148, 157, 188, 191, 203, 228, 237, 243

Louisiana, 6, 23, 40, 50, 70, 82, 102, 121, 150, 157, 188, 203, 225, 226, 231, 244, 254

Maine, 23, 40, 50, 70, 82, 111, 121, 145, 158, 171, 177, 191, 203, 214, 244, 255

Maryland, 6, 16, 23, 31, 40, 51, 61, 70, 82, 107, 121, 132, 145, 158, 167, 183, 191, 197, 203, 224, 236, 244, 252

Massachusetts, 6, 16, 17, 18, 23, 40, 51, 61, 62, 70, 82, 95 96, 102, 121, 132, 133, 138, 148, 158, 168, 177, 183, 192, 204, 211, 221, 231, 244, 252

Michigan, 7, 17, 23, 40, 51, 62, 70, 83, 102, 107, 114, 121, 133, 141, 145, 158, 171, 183, 188, 204, 224, 226, 229, 236, 244, 245

Minnesota, 17, 23, 24, 40, 51, 70, 83, 96, 111, 122, 145, 159, 168, 171, 177, 183, 185, 204, 234, 245

Mississippi, 7, 24, 41, 52, 62, 70, 83, 96, 105, 108, 111, 114, 122, 133, 142, 150, 168, 178, 183, 192, 204, 212, 224, 234, 245, 252

Missouri, 11, 24, 31, 41, 52, 71, 83, 102, 114, 122, 138, 159, 183, 184, 192, 197, 205, 226, 231, 245

Montana, 17, 24, 41, 52, 71, 84, 102, 122, 138, 159, 184, 205, 224, 245

Nebraska, 11, 18, 24, 41, 52, 71, 84, 108, 114, 122, 139, 149, 159, 178, 205, 234, 246

Nevada, 7, 18, 24, 41, 52, 71, 84, 103, 123, 146, 159, 178, 197, 205, 246

New Hampshire, 7, 25, 41, 53, 71, 84, 112, 123, 139, 160, 189, 205, 231, 246

*A state may have more than one project on a page.

New Jersey, 7, 18, 25, 31, 42, 53, 71, 85, 97, 103, 112, 123, 146, 160, 168, 169, 184, 189, 197, 205, 212, 221, 226, 229, 246, 253

New Mexico, 25, 42, 53, 72, 85, 105, 112, 123, 139, 160, 172, 184, 206, 215, 236, 247, 255

New York, 11, 12, 18, 25, 31, 42, 53, 54, 62, 72, 85, 103, 108, 114, 123, 133, 142, 146, 160, 172, 184, 189, 192, 197, 206, 215, 216, 221, 231, 247, 255, 256

North Carolina, 7, 18, 25, 42, 54, 63, 72, 106, 108, 114, 124, 139, 142, 160, 192, 193, 206, 222, 238, 247

North Dakota, 8, 26, 42, 54, 63, 72, 85, 108, 124, 146, 161, 173, 185, 206, 216, 232, 247

Ohio, 12, 19, 26, 32, 42, 54, 63, 72, 86, 97, 103, 106, 112, 115, 124, 134, 142, 146, 151, 153, 161, 169, 178, 185, 193, 198, 206, 224, 232, 236, 239, 247, 253

Oklahoma, 12, 26, 43, 54, 64, 72, 86, 97, 108, 112, 115, 124, 134, 149, 151, 161, 169, 178, 206, 212, 216, 222, 225, 247, 253, 256

Oregon, 8, 12, 19, 26, 32, 43, 55, 64, 73, 86, 97, 115, 124, 139, 161, 179, 193, 207, 222, 248

Pennsylvania, 8, 18, 26, 32, 43, 55, 64, 73, 87, 103, 106, 109, 124, 125, 149, 151, 161, 162, 185, 193, 194, 198, 207, 226, 232, 248, 256

Rhode Island, 26, 43, 55, 73, 87, 109, 125, 139, 162, 186, 207, 238, 248

South Carolina, 8, 27, 43, 55, 73, 87, 115, 125, 142, 149, 162, 189, 198, 207, 232, 248

South Dakota, 27, 43, 55, 73, 88, 112, 125, 140, 162, 186, 208, 212, 248, 256

Tennessee, 8, 27, 43, 55, 74, 88, 115, 126, 140, 143, 162, 179, 208, 229, 249

Texas, 12, 27, 32, 33, 44, 56, 64, 74, 88, 89, 98, 103, 109, 116, 126, 134, 140, 143, 149, 151, 152, 163, 173, 186, 189, 194, 208, 212, 216, 217, 222, 229, 230, 238, 249, 256, 257

Utah, 8, 27, 32, 33, 44, 56, 74, 89, 104, 126, 152, 163, 190, 208, 226, 232, 249

Vermont, 27, 44, 56, 74, 89, 104, 126, 146, 163, 164, 179, 208, 249

Virginia, 9, 28, 44, 56, 74, 89, 104, 109, 127, 143, 150, 164, 179, 186, 194, 198, 208, 212, 225, 227, 249, 253, 257

Washington, 28, 44, 56, 74, 90, 98, 104, 116, 127, 134, 140, 152, 164, 169, 179, 209, 213, 234, 236, 250, 253

West Virginia, 19, 28, 44, 56, 74, 90, 127, 140, 143, 164, 180, 209, 236, 250

Wisconsin, 28, 45, 57, 75, 90, 91, 106, 113, 127, 147, 164, 165, 186, 194, 209, 222, 250

Wyoming, 28, 45, 57, 75, 91, 104, 128, 165, 180, 209, 230, 250

American Samoa, 45, 57, 75, 91, 128, 165, 209, 250

Guam, 45, 57, 75, 92, 128, 147, 165, 173, 209, 251

Puerto Rico, 29, 45, 57, 58, 75, 92, 116, 128, 129, 140, 165, 187, 210, 233, 251

Trust Territories, 29, 45, 75, 93, 104, 129, 143, 165, 166, 210, 251

Virgin Islands, 46, 58, 76, 93, 129, 166, 210, 251

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